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THE SCHOOL JOURNAL.

A Weekly Journal of Education.

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New York, November 22, 1884.

JUST now the question of over-pressure in schools is agitating both Germany and England. The complaint in Germany is against the Gymnasium, the *Real-Schulen*, and the higher schools generally. Not only does the German school system produce near-sightedness, but the number of suicides of youths between the ages of ten and twenty years, increased from 165 in 1869, to 260 in 1881. During these years the suicides between ten and fifteen years of age, increased from 100 to 230 per 1,000. In reference to insanity, from the figures supplied by the Government Statistical Office, we learn:

"That among 1,000 suicides of males between 1869 and 1881, the number of boys of from 10 to 15 years, registered as taking their own lives through insanity was 114.9; the number of girls of the same age was 74.8 per 1,000. Between fifteen and twenty years of age the positions were reversed, the girls numbering 184.2 per 1,000, and the youths 166.9 per 1,000. Taking the ages from ten to twenty years, the suicides from insanity of youths was 158, and of girls 172.7 per 1,000."

The report continues to say:

"That it is matter of common observation that upon a large number of scholars, especially those of tender age, school-life exercises a visibly weakening effect. The children lose their freshness of appearance; they become pale, show a loss of appetite, and feel fatigued and exhausted; they decrease in vigor and energy, and become indifferent and inattentive; while their memory becomes uncertain and their thoughts confused."

The practice of cramming and over-pressure in England has excited deep and widespread indignation. Dr. J. Orichton Brown's

report has shown a condition of affairs which could hardly be thought possible in the midst of a civilized country. He says:

"To look at these half-starved children in London schools is to be 'full of pity.' Very touching is it to think of the quiet heroism with which, when hunger is gnawing within and the dull misery of want overflows them, they sit uncomplaining at their little desks, toiling at their allotted tasks, wondering, no doubt, sometimes what it all means, but bearing their burdens patiently."

THERE is a world-wide difference between sympathy and sentiment. The one comes from the core of the heart and shows its capacity for affection; the other from its surface, and indicates a cavity within. The one is hearty and healthy, the other shallow and silly. Men have been intellectually great who have also been supremely sentimental. Tom Moore and Byron lived on the banks of a sentimental sea, but thousands of minor authors have waded in beyond their depth. Lord Lytton, the famous English novelist, was a most sentimental youth, and never thoroughly recovered from it in his after life. His love letters to Miss Wheeler are models of silliness. He said, "Ever my dearest, dearest, fondest, kindest, bootifullest, darlingest, angelest asparagus." The fruit of such sentiment is shown in his treatment of her when she became his wife. He rushed at her with a carving knife, and made his great teeth meet in her cheek until the blood spurted over her face. The education of Lord Lytton's heart was sadly neglected. What might have been filled with sympathy was occupied first by sentiment, then folly, then cruelty. It is a remarkable instance of the effect of a want of education. As might have been expected, a lack of real sympathy implied also a want of morality.

The teacher who sits in his chair and dictates like a tyrant, or commands like a general, holding his pupils at arm's length, with a sort of *don't touch-me* abhorrence, may succeed in making martinets, but his pupils will never become loving, useful, sympathetic men and women. A well-educated man may be called a machine with a head and soul attachment. When the three elements are equally developed the result is strength and love. The heartless disciplinarian leaves out the love but cultivates the strength, and strength of body and mind unless tempered with sympathy, is a dangerous union. Dynamite is terribly strong; so were Jim Fisk and Bill Tweed; so were Nero and Napoleon.

THE meeting of a county or city association may be made the means of important results.

1. This may be accomplished by showing what are the elements of good teaching. This important result can be reached by model lessons previously arranged; by statements of methods used and results reached; by reading from some standard work on teaching or educational paper, something directly helpful to anxious teachers.

2. Exercises or papers calculated to awaken

a spirit of inquiry are important. Questions like the following can be answered: In what respects does good teaching differ from its counterfeit? What is proper questioning? How may *interest* be excited? How can the health of pupils be protected? How can it be told when the air of the school-room is impure? What are some of the improved methods?

3. (a) Don't fail to be on time.

(b) Don't, if within the bounds of possibility, fail to perform what has been promised.

(c) Don't be an indifferent listener.

(d) Don't make the meeting secondary, and a ride, or a visit, or gossip, primary.

(e) Don't fail to bring a note book, and then don't fail to fill it, if possible.

(f) Don't spend an instant in finding fault or scolding about examinations, your trustees, school-house, district or your superintendent.

(g) Don't fail to sit as near in front as possible, and give *mental* attention.

(h) Don't fail to *attempt*, at least to do at once and cheerfully whatever you may be asked to do.

(i) Don't fail to be polite in making criticisms. It is well to put them in the form of questions.

(j) Don't fail to express your thanks to one who has said or done something that has helped you. If you can't be thankful say nothing.

(k) Don't talk if you have nothing to say.

(l) Don't encourage addresses on the "Importance of Education," "The Necessity of Mental Culture," and "The Study of Greek in Colleges."

(m) Don't encourage the employment of any one who talks because he has something to sell. Book agents are generally gentlemen and scholars, but they are not always the best ones to employ as educational workers. Do not invite ministers and lawyers and doctors to deliver addresses. In fact, set addresses, unless by actual school room workers on actual school room subjects, are generally failures.

(n) Don't spend time in hearing anyone read or sing unless some professional good can be derived from it.

(o) Don't fail to encourage other meetings, even though the one you happen to attend should fall far below the standard of excellence.

(p) Don't fail to examine everything to be given away. Keep the good; reject the worthless.

The questions proper to come before an educational association are numberless, the work important, and the term short. Enter into the work with sincerity. Be present at the commencement and stay until the close. Encourage by all the means within your power the utmost earnestness in all that is done or said. Finally, have what the theologians call the perseverance of the saints. Determine that at least one teacher will be faithful.

THE Kansas State Teachers' Association will meet Dec. 29, 30, 31.

THE next meeting of the Illinois State Teachers' Association will be held in Springfield, December 29, 30, 31.

DR. ELLIS, in his recent report to the Rochester, N. Y., Board of Education, says:

"The years of a child's life from three to six are among the most important in his existence for purposes of education. For the children who are trained and cared for tenderly and lovingly in their homes, there need be little concern. But what of those who are growing up in poverty and crime, who have no one to care for them, and who, even in these tender years, are fast becoming schooled in vice? Nine out of every ten are pretty sure to join the criminal classes. If these, or a fraction of them, could be brought under the influence and discipline of the kindergarten, who could measure the beneficent influence in our community of such a school? It would be economy to establish such a school at public expense; for the cost of bringing to justice a single great criminal, would maintain such a school for a series of years."

THE WORLD'S INDUSTRIAL AND COTTON CENTENNIAL EXPOSITION AT NEW ORLEANS.—The great Exposition will open on the first of December, 1884, and continue during a period of six months. The City Park has been assigned for the uses of the Exposition. It is a beautiful stretch of ground lying between St. Charles avenue on the north and the Mississippi River on the south. The buildings front east toward the main portion of the city. This Exposition is held by virtue of an act of Congress, under the auspices of the general government (which has appropriated \$1,300,000 for its purposes), the National Cotton Planters' Association and the City of New Orleans. Appropriations for its benefit have been made by the principal States of the Union, by numerous counties and cities and by several foreign countries. The main building is the largest structure ever erected, covering 33 acres under one roof. The Horticultural Hall, is 600 feet long by 194 in width. In the center tower it is arranged to show 20,000 plates of fruit. The government building will be 885 feet long by 565 feet in width. This will contain the Government and State exhibits. The Exposition gives every promise of being the greatest and grandest ever held; always excepting the Centennial at Philadelphia.

THERE is a great deal of educational common sense in a circular recently issued by State Supt. Kiehle, of Minnesota, addressed to the county superintendents of schools, in which he says that the questions issued by his department for the examination of teachers during this fall are discretionary. Oral examinations are especially recommended, as the following points can be determined by that method:

1. Can this teacher read fluently and intelligibly?
2. Has he an understanding of the principles of inflection? Can he distinguish by ear the different inflections, cadences, stress, etc.?
3. Can he give the sounds indicated by the more important diacritical marks?
4. Can the teacher write a good blackboard copy for primary pupils to copy on slate or paper?
5. In geography, can the teacher make a rapid blackboard sketch, as a river, system of rivers, a lake, county, State, etc.?

It is especially requested that the following important questions be noticed in the reports:

1. Progress in introducing systematic courses of study. What proportion of schools are observing this plan? Report in full.
2. Progress in establishing libraries, reference, and circulation. Report any favorite plan or special success.
3. Progress in bringing all teachers under the influence of the professional instruction in normal schools, institutes, local associations, teachers' professional libraries, and educational papers.
4. What evils do your schools suffer by reason of the present districting plan?
5. How generally are your schools supplied with dictionaries?

For the SCHOOL JOURNAL.

OBJECT TEACHING VS. ILLUSTRATIVE TEACHING.

A REPLY TO X.

BY EDWARD R. SHAW.

During the publication of our sketches of the work at the Oswego Normal School, a criticism both upon the writer and the lesson in History, appeared in the JOURNAL of Oct. 4th. The sketches furnished, we now have time to reply to the article, "Object Teaching vs. Illustrative Teaching," X begins his criticism by stating that the article of Sept. 13th, should be reviewed in the interest of definition of professional terms." Our inference, therefore, is that, X is some one speaking with authority. Accordingly we have given his article most careful reading and are unable to conclude otherwise than that X is not clear in his own mind as to what he means, nor is he in his statements. He says:

"The reporter puts forth the above lesson as an example of object teaching and in doing this he follows the popular conception of this system of teaching. What was there in the mode of conducting the lesson that classifies it as an *object lesson*, or as *object teaching*? Object teaching is teaching objects for their own sake; it proceeds upon the theory that the objects taught are present to the class and are examined in detail by the members of the class, in order to know the object as an end. When these conditions can exist object teaching is possible; when they cannot exist object teaching is impossible. That is not object teaching where objects are introduced to the class for the purpose of elucidating points that belong to matter not contained in the object itself; such teaching, when used, is illustrative teaching merely."

Compare the above with the following:

"The Object lesson is made to range over all the utilities of life, and all the processes of nature. It begins upon things familiar to the pupils, and enlarges the conception of these, by filling in unnoticed qualities. It proceeds to things that have to be learnt even in their primary aspect by description or diagram; and ends with the more abstruse operations of natural forces."—*Science of Education*, BAIN—p. 247.

"In its enlarged sense, the term object means anything to which thought is or may be directed. It is not necessarily confined to things which manifest themselves through the senses. The mind may consider a physical object, like an apple, a physical quality, like color, a mental process, like conscience; and in each instance, that upon which the mind is employed is an object. Whether the object is real, like an apple, or ideal, as a mental power or fact, the mind must become acquainted with all its qualities, characteristics, and relations; and the process of obtaining this knowledge is object teaching. In this sense, object teaching is the necessary foundation of every department of thought."—*Principles and Practice of Teaching*, JOHONNOT—p. 87.

"Object teaching may have as the subject matter of a lesson an object, or a topic, or subject of any branch of knowledge. It is a systematic plan for successive lessons, so conducted that knowledge is derived from, and associated with objects and the learner's personal experiences to the greatest extent practicable. It may embrace a course of instruction including many topics, with each lesson founded upon the pupil's previous knowledge, while it prepares him for succeeding lessons. It employs objects and facts previously known as the means of illustrating the new lesson. It is a process for combined development and instruction in accordance with correct principles of education."—*Manual of Object Teaching*, CALKINS—p. 20.

We used the term objective teaching. X took us to mean object teaching. But of his authority upon the last point, the comparisons above are sufficient. It is not our wish to establish the term objective teaching. We will add, however, that there are many educators in this country using the term objective teaching, and not meaning by it what X denominates illustrative teaching. As far back as 1860, that able educator, Prof. D. H. Cruttenden, issued an Objective Course in Arithmetic and also one in Grammar. And objective teaching has come to mean to a wide circle of teachers a definite thing. We think it does to Hon. J. W. Dickinson, who says: (Proceedings of the New York State Teachers' Association, 1882,) "That

teaching which presents the object or subject to be known is objective teaching." Thus much as to what was criticised on the writer's part. And that the Oswego Normal School shall not be misunderstood we will say simply and definitely that the one idea there is, to present to their pupils as *matter*, the actual realities—as nearly as possible—of each subject of study; and to present that matter without any go-between, teaching the pupil how to deal with the *reality* at first hand. That is their principle; in zoology, it puts into the hand of the pupil an actual, visible, and tangible object to observe; so, moreover it does in Botany; in Chemistry, it brings him face to face with a *change* to explain; in Grammar, it brings to his eye and his ear the living language to analyze and observe; in Mathematics, it gives him concepts to deal with; while in Literature and History, it brings him human words and deeds and achievements to reflect upon; but always and everywhere, as nearly as possible, the reality and the pupil are brought together, and the teacher must show the pupil how to deal with this—how to extract from it, its essence, its meaning, and, perchance, its truth.

Turning now to the criticism upon the lesson in History, we find X stating quite decidedly what history is and how it should be taught. Herbert Spencer's great work upon Education appeared nearly a quarter of a century ago, and substantially the same view which X takes of history and the study of history, Spencer condemned; and condemned with such force that progressive thinkers among educators, profiting in great part by his suggestions, have made the end to be attained in the study of history and the methods of teaching it, greatly different to what they were. Germany has led in this matter. Methods in teaching are always worked out a long time in advance of their presentation in books, and it is only recently that the methods to which we refer have had even the limited presentation of book form. From a recent volume upon teaching history (Diesterweg) we make an excerpt or two:

"His [the teacher's] aim must be to develop the faculty of independent judgment in his pupils, and not to defraud the rising generation of the teachings of history by anticipating them with his own opinions, because these should never usurp the unbiased verdict of history."

"The main difficulty with existing methods of teaching history seems to be that the subject is treated as a record of dead facts and not as a *living science*."

It is plain to us that X did not see the method underlying the history lesson. Else why, in so flippant a manner would he have written this:

"Besides, what special gain to advanced students is made by the teacher taking the time of the recitation to read anecdotes that might have been read by the students themselves before the recitation? Is the teacher's time spent to the greatest advantage when doing in the recitation the reading that the students could have done before the recitation? One of the purposes of school work is to teach students to use books intelligently; skill in this is acquired only by learning how to interpret the page. While the art of teaching students to use intelligently a text book is almost synonymous with the art of questioning, with the art of educating, and with the art of acquiring."

He seems not to have noticed that we said the teacher had the ability to draw her materials from original sources; that she presented to her class typical examples in sufficient number for them to reach therefrom a correct judgment; that she did not foist opinions upon the class; that they made their own inferences but must sustain those inferences.

Was it even to be supposed or did we even imply that the class did no reading?

That our critic may know more of Miss Sheldon's masterly method of teaching history, we transcribe a few thoughts from an address of hers, which we remember seeing some months ago in the Report of the Mass. Teachers' Association:

The address will appear in next week's JOURNAL.—EDS.

THERE is no man so friendless but that he can find a friend sincere enough to tell him disagreeable truths.—BULWER.

For the SCHOOL JOURNAL.

A FEW FUNDAMENTAL PRINCIPLES SETTLED.

MIND ARTICLE NO. X.

1. The earliest evidences of animal existence are the SENSES.

No animal can exist without one or more of them.

It is this that distinguishes animals from plants.

2. The impressions received by the senses are carried to the MIND.

The MIND is that which receives and retains impressions.

Unless the MIND received impressions it would have nothing to feed upon. It would not grow. This fact has many times been proved.

3. Impressions received by the mind, retained and recalled are IDEAS.

We can have no IDEA of anything we have not seen, or heard, or felt or tasted or smelled; or which is not like something we have heard, felt, tasted, seen or smelled.

We have no IDEA how an angel looks. Why?

4. Proper arrangements of ideas are THOUGHTS.

If it should be said that the arrangement of land and water, and the character of the animals, in Uranus, is totally unlike anything on earth, we could have no IDEA of things there, consequently we could have no THOUGHT. An idea (or a notion) precedes thought. A thought is made up of ideas.

5. I read a book. I meet a friend. I am interested, excited, I laugh, cry or am indignant. This is not pure thought; it is FEELING. This power I have:—I can feel.

6. I now resolve to go away. I do go away and do what the feeling led me to determine I ought to do. This power I have—the faculty of VOLITION. Here, then, are THOUGHT—FEELING—VOLITION.

Every possible mental operation may be reduced to one of these three things.

The INTELLECT—the faculty or organ of thought.

The SENSIBILITY—the faculty of feeling.

The WILL—the faculty of voluntary action—the faculty of volition.

7. When I place several thoughts together, they lead me to CONCLUDE or JUDGE that certain results take place. This is JUDGMENT.

It is synthetic.

8. I have several thoughts which I analyze into separate thoughts or ideas. This is the basis of REASONING.

It is analytic.

"We only reason in so far as we note the resemblances among objects and events. The power of reasoning implies the ability to detect similarity."—SILL.

Judgment combines thoughts, and affirms one thing to be true of another.

Reasoning divides and declares one truth to be contained in another. All reasoning involves judgment; but all judgment is not reasoning.

In these suggestions is food for a week's thought.

NOTE.—Think how important these statements are to teachers. If they are wrong, then much that passes for good teaching is wrong. If they are right all teachers should understand and obey their deductions.

AMONG the minor institutions doing work in an undemonstrative, yet thorough, way, is Glenwood Institute, Matawan, N. J. This has been for eleven years under the principalship of Prof. Charles Jacobus, who took the school at a very low ebb, and has brought it through many discouragements to an apparently fixed prosperity. The best endorsement of the work Prof. Jacobus and his associates have done is the high rank which his scholars have taken and are now taking in higher institutions.

Dr. Samuel Lockwood, Superintendent of Public Instruction for Monmouth county, says, among other things, as follows: "Of the excellent fruits of this institution I have well assured myself by repeated examinations of the graduates, when submitted to the severe ordeal of examination for teachers' license." The few contributions the principal has made to our columns satisfies us of his thoroughness and the interest he takes in accuracy of scholarship.

THE EXAMINATION OGRE.

[The following article from the *Pall Mall Gazette* describes the trials of the teachers in London, but results of a similar kind may be found in every city where the *quantity* the pupil learns is made the basis for judging of the ability or faithfulness of the teacher. Such examinations degrade education, and make the schools into mere mills. Let teachers everywhere do their work honestly and skillfully, and then protest against this impossible method of measuring up results—as cord-wood is measured.—EDITORS.]

The school in Cross-lane was filled by ordinary children of the artisan class, and after the first few weeks of confusion which passed while things were settling down Carry Seymour managed to make it a charming and orderly place. The young mistress did not believe in working overtime. "Do all you can in the time-table hours, and stop punctually"—that was her rule. At a meeting of the Teachers' Association, she once heard a mournful man complaining that he had to work until 5:30 almost every evening in order to meet the exactions of the inspector. "Great goose," said Carry to her nearest neighbor. She knew better before a year passed over. At that time the Board allowed probationers to take charge of schools, and Carry was rather anxious about her first examination. On the fateful morning there was much suppressed excitement in the school. The inspector and his assistant entered. Carry was sitting at her desk, but rose at once and bowed courteously to both. The chief said: "Give me your Form IX., and let the work go on as usual." The chief proceeded to examine the reading in a somewhat advanced class. One of the girls read a few stanzas of poetry correctly, but with a tremulous voice. She came to the lines:

"Janet is sad: her husband is alone,

Wrapped in the black shroud of this bitter night."

and then the inspector stopped her. "What is the meaning of the black shroud of this bitter night? You don't know? You? Next, next. What! the first five in the class do not know the meaning of the lines they read? This is not satisfactory, Caroline. Well, what is a shroud?" "Please, sir, it's what they put dead people in." "Very well, now, what is the color of a shroud?" "White, sir." "But this is a black shroud. Can any one in the class explain?" No hands were held up, so the inspector marked five failures on the schedule, and passed to the sixth girl. "Go on at 'Sudden her human eyes that peer and watch.'" After listening for a few seconds, the inspector frowned slightly and said: "Caroline, these children sing a little when they read. Don't let them sing next year, Caroline, will you? And now, little girl, what is meant by human eyes?" "She was a woman, sir." "That is vague, but it will do. Now tell me the derivation of the word human." This was a hard question. About 55 per cent of the section failed. When Carry spoke to the chief, half an hour after the examination in reading was over, he smiled softly, and presented her with a half-sheet of foolscap, on which one of the girls had written a piece from dictation. "Her spelling is weak, Caroline, weak," observed the reverend official; and, indeed, the class had not grappled successfully with the extract, for the inspector had used *The Saturday Review*, from which he selected the following pleasing fragment: "Yet the revolutionary significance of this state of feeling must not be exaggerated. Perhaps the most that can be said is that these refined ecclesiastics would only battle with divided zeal and lukewarm affection in behalf of the Papacy in its present attitude and conformation." The girls had made fine imaginative efforts on some of the words, and the general result was disastrous. He next tested the grammar. After remarking: "Now we'll take the parts of speech," he put his hand on a Bible, and asked: "What is this?" The class held up their hands, and six girls, one after another, answered, "A noun." "You are wrong," said the examiner. "This is not scientific teaching. A noun is the name of anything. How can a Bible be a name?"

The inspector was particularly severe when he came to examine the needlework. "There is a want of finish about the hemming done in your lower classes, Caroline, and some of the work is not clean," said the critic. "Our lower classes are partly made up of the poorer sort of girls, sir. Most of our children are rather respectable, but some are not well off, and I always find it hard to insure that their hands and nails are clean before the sewing lesson begins." "Ah! you are good at explanations, Caroline; a useful accomplishment. Well, now, next year I shall expect your third standard to do what your fifth standard are doing now in needlework." "I fear it cannot be done, sir." "But I shall expect it; and I shall expect the quality of your Swiss darning to be much improved. Good morning." The report was a crushing one, and Carry was officially desired to show improvement next year. She bent herself to her task like a brave woman, and made up her mind to spare no effort. All day long the girls were driven hard. In the morning session they worked till 12:45; in the afternoon the sewing lesson was carried on till 4, and the ordinary book-work lasted from 4 to 5:15.

The inspector was more sardonic than ever during his second visit. As he went he said politely: "You would like to have your certificate, would you not, Caroline?" "Yes, sir, I should, indeed." "Ah! then buy a candle, Caroline; buy two candles; buy three candles; buy four, Caroline. You'll need them all to see it." The report came. The summary ran thus: "This school at present is in a very unsatisfactory state; the head mistress has not the qualifications essential to success in such a district."

Carry Seymour fell ill after the report arrived, and her doctor sent her to Brighton. In the following spring she died. A good many teachers are being killed in the same way that Carry Seymour was, and the examiners are their murderers.

WHAT is the real difference between the wise man and the unwise man? It is, as the *Sunday School Times* excellently says, "in the child-like attitude of the one, and in the self-confident, or the self-seeking attitude of the other. The wise man is ever in the attitude of the needy learner, in the presence of any person or theme or thing from which, or about which, learning is a possibility. A truly great scholar is always a learner. When he talks with another, he wants to learn, he expects to learn, he tries to learn; not what he can hear, but what he can learn, is his thought. A moderate scholar or an inferior person is more likely to tell what he knows, or to be indifferent to what is said to him in conversation; because he does not feel a pressing need of learning, or because he does not think that he can learn from this source. It is the same in study. The great scholar is always seeking to learn through his studies; not what he can read, but what he can learn, is his thought. Pick out the men of greatest ability and will find that you have chosen men of a child-like attitude, who are unceasing learners. So in the sphere of judicial ability. The foremost jurist approaches each new case with the same child-like spirit, in his desire to learn the truth concerning the principles which it involves, as in his earliest experience. One who had been nearly thirty years on the bench said, not long ago, that he was now less confident of his judgment concerning any case submitted to him than a quarter of a century ago, and that he now studied and heard arguments with an ever-fresh desire to learn. Not what he thinks, not what he already knows, but what he can newly learn, is his aim in every new case."

THE day is past when it was thought "the thing" to "cultivate" the mind by means of studies "hard to be understood." As Professor Blackie, of Edinburgh, said: "If it be necessary to employ a system of mental gymnastics apart from everyday use, why not introduce the study of Chinese?"—*Canada Educational Monthly*.

A good education gives men self-control. *Intelligence*.

THE SCHOOL-ROOM.

LITTLE DROPS.

Little drops of claret,
Now and then at first,
Form an awful habit
And a dreadful thirst.

Little drinks of lager,
Little cups of ale,
Make the biggest guzzler—
Never knew it fail.

Little kegs of whisky,
Often brought from town,
Make a man a monkey
Or a silly clown.

Little drops of brandy,
Little drops of rye
Make the mighty toper
And the watery eye.

For the SCHOOL JOURNAL.

PRIMARY WORK.—NO. II.

By Miss IDA FLYNN, Smithville, Tenn.

PRIMARY SPELLING.

After a few lessons in reading the child is ready for the alphabet and spelling. The letters of the alphabet are taught incidentally and by analogy. To illustrate: ask them to point out the parts which are exactly alike in the words *hat* and *nut*. They readily find a similarity between the last letters of each, and after giving them the name of the letter, you can show them how it is made.

A little ingenuity will make the teaching and forming of letters an attractive subject.

A little praise inspires them. Always require them to bring to the class some written work. Besides the benefits derived from this practice, it keeps the little minds and hands busy. The great secret of perfect order in a school-room lies in utilizing the child's activity. If you awaken your pupils' interest you will be surprised at the amount of work they will accomplish. They will take their slates home and bring them in covered with writing, and in a short while your young soldiers will not only have pitched their tents on the battle-field, but with a pen mightier than the sword they will have conquered the whole army of A B C's.

As soon as *t*, *c* and *a* have been taught, the first spelling lesson may be given, though of course the number and choice of letters is optional with the teacher, who will introduce the remaining letters in rapid succession. It is now necessary to teach him the elementary sounds of these letters. As soon as possible utilize the letters taught by giving a number of words of like form, as:

cat	get	tin
hat	pet	pin
mat	net	gin

In learning such groups he grasps the secret of pronunciation and finds the key to spelling.

The letters are taught incidentally, yet we do teach the alphabet. Give the order of the letters so that the child may be able intelligently to consult an index or a dictionary. If the names and sounds of the letters are not taught pupils would be utterly unable to pronounce new words.

Do not place a spelling book in the hands of Primary pupils, neither permit them to use reading books until they have received a good many object and word lessons from the board and have read several pages of a chart.

Sometimes require the pupils to copy on their slates a certain number of the most difficult words which they can find in the day's reading lesson. Never tell the child to write a few or as many as he can find; assign a definite number and let him pass beyond that limit of his own accord.

While hearing a class you can often keep the little ones at their seats interested by writing on the board an exercise similar to this:

1.—creep.	3.—burn.
2.—bite.	4.—sing.

In this they are taught the use of the capital and the period, as well as being kept busy in the exercise of their own thoughts.

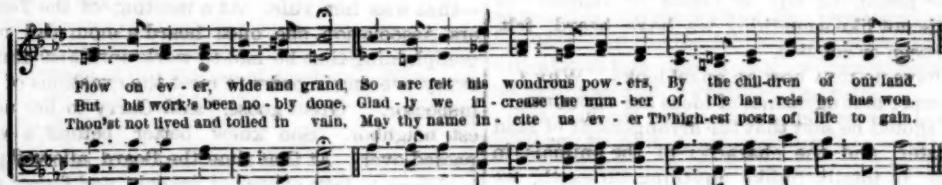
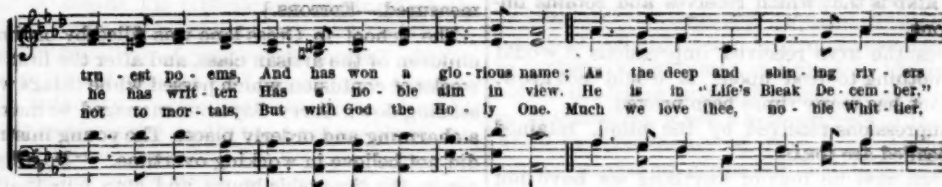
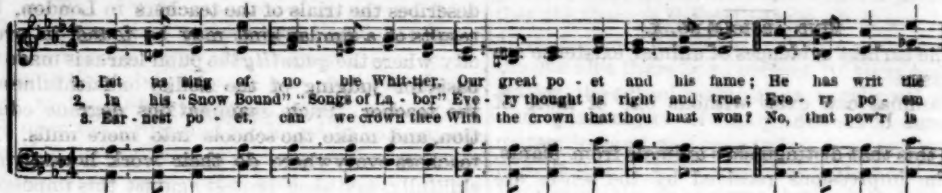
Another exercise is to write on the board a few

TRIBUTE TO WHITTIER.

ANNIE PITCHER.

(For celebration of J. G. Whittier's Birthday.)

ARTHUR D. KENNEDY.



easy words with which they are familiar, requiring them to make a statement using only those words. From the following list:

The	are	rats
crib	corn	the
eating	in	up
	our	

they will form a sentence—The rats are eating up the corn in our crib.

For the SCHOOL JOURNAL.

SIMPLE STORIES FOR THE PRIMARY CLASS.

NOTE.—Let these stories be reproduced, orally, unless the class is old enough to write. Be very careful not to destroy the interest. One each day will be enough.

BRAVE CARLO.

Willie Gray had a large black dog whose name was Carlo. He could swim, and when Willie threw a stick into the pond, Carlo would fetch it out.

One day as Willie was out taking a walk with Carlo, he saw a little girl fall into the stream at the foot of the hill. Carlo saw it, too, and ran as fast as he could, jumped into the water, and taking hold of the little girl's clothes, drew her safely out and laid her on the grass. The poor little child was dripping wet, but not hurt at all, for Carlo had taken her out very carefully. Willie took hold of her hand and led her home to the little cottage close by the stream. Carlo died soon after this time, and Willie buried him under a tree in the garden, and put a board at the head of the grave, on which was painted: "Here lies brave Carlo."

THE FROGS AND THE BOYS.

One warm summer day two frogs came out of a stream to take a walk on the bank. As it was very bright and pleasant, they walked a long way under the shade of the trees. At last they came to a spot where the grass was soft and green, and they sat down on a stone to rest.

"Do you see that black thing on the ground there?" said one of the frogs. "Let us go and see what it is." So they hopped along and found it was a heap of clothes that some boys had laid there while they went in to swim. "Ah," said the other frog, "these clothes belong to the boys who throw stones at us; let us put them on and throw stones at the boys, then they will know how it feels." So the frogs soon put on the clothes, and filling their pockets with stones, began throwing them with all their might at the boys. Of course the boys were very much frightened, and told the frogs they would never, never throw at them again. Then the frogs laid down the clothes and went on further down the stream to tell their friends what the boys had promised.

MR. AND MRS. MOUSE.

Mr. and Mrs. Mouse had their home in a hole

near the fire-place. Here they brought some paper and scraps of wool to make their house pleasant. They found a good many crumbs of bread and cheese, too, of which they were very fond. These they laid up in a snug little corner, ready for dinner whenever they wanted it.

One day Mr. and Mrs. Mouse went to visit a friend who lived quite near. On their way home they peeped into a little red box with wires at one end, and in this box was a nice piece of fresh cheese. So they stepped up to the box to take a taste of the cheese, when, snap! went a spring, and Mr. Mouse was caught in a trap. Poor Mr. Mouse felt very bad, for he could not get her out. Just then a boy took the trap away to drop poor Mrs. Mouse into a pail of water, but just as the trap-door opened, she jumped over the side of the pail and scampered home.

THE THREE LITTLE PIGS.

Three little pigs once lived in a pen with their mother. They had a warm place to sleep, with plenty of straw, and they might have been very happy, but they were not, because they could only say a little "wee, wee," while their mother could make a loud noise.

Now these little silly pigs thought they would make as much noise as their mother, so they squealed as loud as they could, and tried so hard that they got very thin and weak. At last they could not squeal any longer; so they laid down in the clean straw and died. These little pigs would have lived to grow up and be as large as their mother, if they had not been in such a hurry to make a loud noise, when they could only say "wee, wee."

MANNERS AND MORALS.

By WM. F. PHELPS.

SUGGESTIVE AND TEST QUESTIONS.

1. What is to be understood by "corrupt and faulty education?"
2. Upon what does the value of education depend?
3. What would be one of the most important steps in the direction of reforming or amending faulty education?
4. In what way are children wrongly educated and their manners corrupted?
5. Why ought manners and morals to be carefully taught both at home and at school?
6. What can you say of the force of example in this department of teaching?
7. Why ought a teacher's manner to be refined and circumspect at all times?
8. Can you suggest any methods of cultivating good manners at school? Are mere precepts sufficient in this department of teaching?
9. What is the relation between the manners of the child and the conduct of the man?

For the SCHOOL JOURNAL.

PRIMARY LESSONS IN PHYSIOLOGY—
NO. I.BY ANNA JOHNSON.
INTRODUCTORY.

This may be read to the pupils or given as a "Talk" by the teacher.

My dear children, I am going to tell you about a wonderful house which is very beautifully furnished and contains all the modern improvements. Like the old fashioned houses, it is white and has a thatched roof. It has two beautiful front windows with colored glass. The person who lives with in is almost constantly looking out of these windows; because he sees through them so many things that delight and please him. But if anything comes which he does not wish to see, he has curtains that he can draw over the windows and thus shut out the view. He is exceedingly careful of these windows, for if they should get broken or injured in any way, it would be very difficult to repair, and impossible to replace them. If any one should throw a snow-ball at them, the curtains, which are placed on the outside, would immediately drop, and thus keep them from being broken. They are so very delicate that even the dust would injure them, so down come the white curtains with their beautiful fringed edges, to protect them. Even the snow and rain are not allowed to touch these precious windows, which are always kept bright and shining.

This house has also several wonderful doors, two of which are always open, and let in the most beautiful music, and also, I am sorry to say, at times, some very disagreeable sounds. These doors are situated on each side of the house.

One door, placed in the front of the house is double; it lets in the fresh air, and also admits, at times, very delightful perfumes, as the fragrance of flowers, of new mown hay, and all the other pleasant odors you can imagine; occasionally, but very rarely, unpleasant odors are wafted in.

There is still another door directly under the last one mentioned, through which the supplies or provisions of the house are taken in. This door opens and shuts itself; the moment that substances which are to enter touch it, it springs open, and when they have passed through it immediately closes. When the person within has anything to say, he always comes to this door to speak.

The walls of this house are very strong and of a beautiful red color. On the outside of the walls are placed nice white shingles, which never need painting, but simply need to be cleaned very often with soap and water, then they become as bright and new as if they were newly painted.

This house is divided into a great many rooms. It has its halls, kitchen, laundry, dining-room, pantries, etc. On the top of the house is a very fine observatory, in which the master of the house may always be found. It is here where all of his messages are received and sent. There is a pump in the house which is always working and forcing the water through the pipes into all the rooms.

There is also a furnace, which always has a bright, blazing fire.

Telegraph wires run from the observatory to all parts of the house, so the master is constantly informed of what is going on.

To prevent robbers from entering unawares, there is a complete system of burglar alarms.

The house is well supplied with faithful servants. It does not always remain in one place, but may be easily moved by the person within.

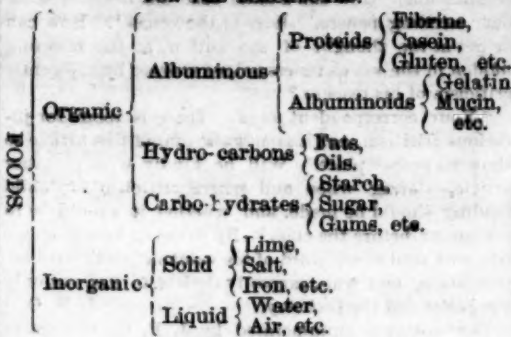
When this house is kept in repair, the person receives delight from all parts of it; but he very often neglects it, and thus brings pain and misery upon himself. Should you not think that the person who had such a wonderful house would take the best care of it?

Can any of you tell what house this is? You have all seen it. You all live in one. Do not injure this precious house. It is God's house. He gives it to you to live in and enjoy. The poor as well as the rich have this house to enjoy.

In the succeeding lessons we will learn about the particular parts of this house.

AN OUTLINE OF FOODS.

FOR THE BLACKBOARD.



For the SCHOOL JOURNAL.

DRAWING—A TALK WITH THE TEACHER.

BY W. N. HULL, Cedar Falls, Iowa.

The successful teacher will be apt and skillful in illustration. He does not sit at the table with a book, but stands at the blackboard with crayon.



His drawing is another language. The pupil understands because he sees. The mental grasp is aided by the sight. The apprehension is complete and clear.

Country superintendents readily recognize the superior merits of a teacher who illustrates. The teacher's place is at the blackboard. His crayon should constantly talk for him.

His knowledge of any subject is not complete without an ample fund of apt illustrations. We meet repeatedly with the expression, "I cannot draw a straight line."

Well, that is not to be wondered at. That is too great an accomplishment to expect in a common school teacher. Is not "talent," the world over, the result of carefully directed labor. Born, perhaps, in a taste for a subject, or in some outward influence or inspiration, talent is still the accumulation of a loving labor.

"What we sow will surely grow,
Though the harvest may be slow."



himself in all the systems, he would only have taken the elementary steps. A glance at any of the beautifully illustrated catalogues of publishers, artisans, and merchants, would convince him of this.

He finds in some of the "systems" first straight lines. His copies are perfectly straight lines to be made from such a point to such a point without a ruler. He says within himself, "The author asks me to do and to teach what he did not do and could not do himself. Should I try a lifetime, could I make a perfectly right line, without the aid of a straight-edge? Did any artist ever accomplish it yet? Why then should I attempt an impossibility? Is it not a waste of time? But, suppose I could master the right line, would the accomplishment be of any service to me in my life work? Neither artist nor mechanic, draughtsman nor architect attempts this feat; they all use the unerring guide. Should I not rather train my hand upon the curves

—that for which there is no pattern?" And if the right line is an impossibility, if there never arises the occasion to make it, unaided, why should pupils be compelled to begin with a difficulty so insurmountable?

THE ARITHMETIC LESSON:—NO. I.

BY D. C. LUENING, Milwaukee, Wis.

In the following I give a detailed lesson, showing as exactly as possible, within limited space, the actual work in the school-room. The pupils and teacher use a variety of aids and apparatus. These should be handled and manipulated not by the teacher only, but principally by the pupil.

Suppose the number 5 is the subject of the lesson. Since we are to proceed from the known to the unknown, we take a short review of the numbers already learned.

DEVELOPING THE NUMBER FIVE.

Call four boys and place them in a row close together. Call another boy and place him at some distance from the four.

How many boys have I here? (pointing to the four.) How many boys have I here? (pointing to the one.)

How many boys have I standing? "You have four boys and one more boy." Class, you may show me four fingers and one more finger. Lizzie, come and show me four boxes and one more box. Lucy may make four balls in the center of the blackboard and one more ball on the right side of the blackboard. How many boys did you say are here? "four boys." And how many here? "One more boy." Let the one more boy stand with the four boys.

Some of the pupils may know the number five, but taking it for granted that they do not, ask, "What do you see now?"

Call a girl, and let her count the boys. Four boys and this one boy are five boys. Teacher counts the boys. Class, count the boys. The girls may now count. The boys may count.

The teacher may now repeat the foregoing with girls. Class, see what I am putting on the blackboard. What do you see? "Four birds and one more bird." (Perhaps they will say five birds. If they do, ask what makes the five.) John said: Four birds and one more. Let us count them altogether. 1, 2, 3, 4,—5.

What number comes after four? "Five." What makes five birds? "Four birds and one more bird." Matilda, what would you rather have, four balls or five balls? What is more, five sticks of candy or four sticks of candy? Class, take your pennies. You may place four pennies on the right side of your desk and one on the left side. Adam, you may tell me how many pennies you have on your desk? "Four pennies and one more." How many altogether. "Five pennies." Lead the children to see that they may also say one penny and four more pennies.

Children, I will now make some pictures on the blackboard. What did I make? "You made parasols." How many parasols? "Five parasols." Try to make five little parasols on your slate.

I will now show you a little sign which we call five. (Write the figure 5.) What is this? "Five." Try to make the figure five on your slate. John, you may come to the blackboard, write the figure five and make five little marks in a box. Alfred, you may write the figure five and make five little balls in a box.

Great pains should be taken to lead the pupils to comprehend that the figure five represents the number five. Write the figures one to five on the blackboard and require the pupils to show you as many pennies, splints, tablets, etc., as will make the number the sign (figure) to which you are pointing.

THE Teachers' Institute says: "There are some few places yet in civilized lands where people still think the earth is flat and the sun goes around it every day; and we are sorry to know that there are many places where an institute seems to be only a place for preparation for examination." This does not apply to Michigan teachers we are sure.—
Mich. School Moderator.

TABLE TALK.

"Please tell us what is the educational benefit of saying, 'Proper noun, singular number, third person,' etc." There is a rule in grammar which says, "A verb agrees with its subject in number and person." Please tell me how one is to apply that rule unless he knows the person and number of subject and verb.

Recently, and for the first time in my life, I attended a teachers' Institute. A Ph.D., LL.D. used the following language: "The influence of these men are felt." "A boy that can do that he is educated." "We need men everywhere in affairs who know how to wake up the mind." "He don't," etc. The following choice language was used by different teachers: "I know how every one done." "They told us to go in the woods." "That door has never been opened widely." "An editor can't hardly be—" "I don't wish to speak harsh about my place." "Failures enumerated by list speaker shows."

Perhaps you will argue that one may learn to speak correctly by *listening*. It is my opinion that the only sure way is to reinstate that which is "obsolete in good schools."

PARSER.

How many thousand years would it be necessary for even a Ph.D., or a LL.D., to say over and over again, "Common noun, third person, singular number" before he would have to say, "He did it" for "He done it"? We don't exactly see how old-fashioned parsing teaches how to speak and write correctly. Daniel Webster never studied an English Grammar a day in his life; we have been told that this is true of Edward Everett. Did they speak the English language correctly? It is probable that every one of those persons who made the mistakes mentioned by "PARSER" could "parse" like lightning. Let us have more light on this subject.

Some members of the mind class do not yet understand exactly what is to be done. We will repeat for their benefit all the rules.

1. Each member must be a subscriber to the JOURNAL or INSTITUTE.
2. Must signify willingness to join the class by sending word to us.
3. Must write out answers to the questions given in the JOURNAL or INSTITUTE as well as possible.
4. Must forward these answers to us when called for, to be published without name.

NOTE.—It is not necessary at present to purchase a book on Mental Science.

We will correct papers sent to us, if stamps for return of paper accompany the manuscript.

The questions in each paper are marked, "Time one week." This means that an entire week may be taken in answering them.

Of course application, determination and perseverance are necessary in entering upon this work, but it will pay. Nothing is more important for the working teacher than the knowledge of the mind, and nothing is more interesting to progressive teachers than mind study. If you have commenced, go on with new determination; if you have not commenced, begin now. You never can take hold of this study in a better time, or on more favorable terms.

Any questions connected with this study we shall be glad to try to answer.

DEAR READERS: It is impossible to please you all. Some want more of this and less of that. The only way for us to do is to try and take a middle course. The other day we received a letter complaining of Mr. Balliet's article on "Injudicious Criticism;" and here is a correspondent who says: "I was very much interested in reading the article on 'Injudicious Criticism.' Among other good things, he says: 'Self-consciousness often produces affectations.' Emerson writes 'Every natural action is graceful,' but to praise a child for a graceful action, or to hold it up for imitation, often destroys the naturalness and impairs the charm and beauty. The sweet winning manner, the confiding smile, the innocent, trusting look, of which childhood is so unconscious, often becomes converted into familiarity and boldness, when unduly and injudiciously praised."

I was in full sympathy with the author till his remarks on the criticism of 'child reading' met my eye. It seems to me that to allow a mispronounced word to remain uncorrected is more of an injury to the child (whether sensitive or otherwise), than a kindly correction either by teacher or class-mate, which far from confusing his mind, and withdrawing his thoughts from the subject before him, would help him to a more in-

telligent comprehension and rendering of the same. When shall the errors be noticed if not at the time of commission? How can a child read intelligently without 'minding pauses,' 'slides of the voices'? How can he get at the thought of the author, at the meaning hidden in the words unless helped thereto by the gentle criticism of his teacher?

"Your correspondent says: 'There is room for judicious criticism, but it is not the aim of this article to show its proper place.' Will he kindly write another article, stating when and where criticism of 'child reading' should be made, and whether it should be in private or before the class? By so doing he will oblige one who read every word of his valuable paper with appreciation, and who earnestly desires to find not only the better but the best way."

J. P. O.

The mistakes enumerated by J. P. O. will not be very likely to occur, if the class is properly prepared for the reading of a piece, i. e., if the unfamiliar words are noted, pronounced, and defined, the character of the selection and the meaning of peculiar phrases made clear before the pupils begin to read. If, however, words are mispronounced, an exercise in the correct pronunciation of them may be had at the close of the recitation. But we shall probably hear soon from Prof. Balliet in this matter.

There are many teachers who, although they do not really fail, yet do not really succeed. The friend who writes below is one of this number. She says: "I have taught in mixed and graded schools for four years, and the following criticisms have been passed upon my work: 'She can not get down to the children, but I think with advanced pupils she would do well;' also this: 'She gives the children too much work in drawing and singing. Don't make them study their books enough, and hasn't good government.' All these criticisms are true. Still I have tried to work faithfully and have done what seemed best to me. Shall I infer teaching is not my work? I have given it up for the present, that I might have time to think over my mistakes." It is hard to tell exactly how to advise such a person as this. She is evidently sincere, but has not succeeded. Her difficulty may be in want of adaptation. She may not know how to reach the sympathies of the parents, or she may have taught in a community that needed civilizing before it could appreciate good teaching. We should advise her to go to some judicious person who knows her attainments and disposition and get his advice.

"Many teachers" in St. Louis want us to publish a short story in each number, "or a continued one by some of our leading novelists." They say "we feel we could derive much pleasure from such entertainment." Now look over the pages of this number, and write us which one shall we omit. Our space is limited, and our educational work is urgent. "We are on the king's business." The schools are poor because teaching is poor, and teaching is poor because there are so many poor teachers, and we feel that we have something to say just now that cannot be put off, for those ignorant children are soon to become ignorant men and women. It's business we are about—earnest business. Write us dear teachers.

Here is a vote. Do you all agree? We think there is quite a large room for difference: "I consider the following the ten greatest prose writers of the United States: 1. Bayard Taylor; 2. H. W. Longfellow; (and right here I might say, I consider *Hyperion* the grandest work ever written by American writer.) 3. O. W. Holmes; 4. J. G. Holland; 5. Washington Irving; 6. R. W. Emerson; 7. J. Fenimore Cooper; 8. Nathaniel Hawthorne; 9. George W. Curtis, and 10. Charles A. Dana."

WILL S. MONROE.

Dear teachers—You must be patient. If your communications are not printed at once, it is because there are so many excellent ones keeping them company. What nice patient things these contributions are! They lie there still and quiet, waiting their turn. Their authors are not always so quiet, but necessity knows no law, so until we are able to publish a daily paper, you will be obliged to wait your turn. We will do as well as we can, and that is all Washington could do. You would do the same were you in our place.

We want suggestions on How to Ornament the School Room, or How to Make a School Attractive. Send an account of what you do; boil it down; make it helpful.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. We can not take time to solve mathematical problems, but we will occasionally insert those of general interest for our readers to discuss.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.
6. Hereafter all questions that may be answered by reference to the ordinary text books, and puzzles involving no important principles, owing to the limited space in a single issue, will be excluded from this column.

1) What is Queen Victoria's family name? (2) Is there a paper suitable for a supplementary reader for first and second reader grades? If so, where published? (3) S. C. S. writes that he has 107 pupils in a small church, and wishes some suggestions how to keep order. I would like to have a hint on that point. I have 105 pupils and two teachers, in a temporary building called a tabernacle. It is circular, 50 feet in diameter, sided up with rough boards, and neither coiled, plastered, nor painted. The wind whistles through the cracks so that it is difficult to hear, when it blows, which is quite often here in Kansas. How can we keep the school under good control, and keep up an interest until our school-house is finished, which will not be for two or three months yet?

In answer to the question, "What is meant by long and short terms of Congress?" I would say: Each Congress has one long and two short sessions. The present members will meet the first Wednesday in December, and hold till March 4th—a short session—when the new members will take their seats and hold till adjournment in June or July, a short session. Next December they meet and hold the long session, from December till time of final adjournment.

J. D. N.

(1) Guelph. (2) We know of none unless it is "Baby-land," published by D. Lothrop & Co., Boston. (3) Would give them a great deal of "Busy Work," about the only caution in the use of which, is to be sure that it is of a kind that interests and pleases. Use pictures for oral and written language work; bring interesting objects in the room for the children to examine, think, talk, and write about. You will find many suggestions for this kind of work in "Education by Doing." Have movement drills every day until signals are obeyed quietly and promptly. Let the drill be in things which you wish them to do orderly, putting away books, cleaning slates, passing to and fro, etc.—B.]

(1) Why does Ray in his arithmetic, third book, give 70 lbs. (dry measure) to the bushel, and in his higher only 60? In a public examination which number should the teacher give? (2) If there was no wind where would the rain fall? (3) Who was the last surviving signer to the Declaration of Independence? (4) What seas are below the level of the ocean? (5) I would like to read the biography of some noted penman. Which is the best?

L. E. B.

(1) 70 lbs. of what? This may be the point. We can not tell the motives or reason that prompted Ray to give, etc. Teacher should, if possible, give the weight found in the text-book of the student, making allowance for the lack of uniformity in tables when it will interfere with an impartial examination. (2) Are you certain that there would be any rain under this impossible, we think, condition of things? If so it is very evident that it would fall vertically wherever the air became surcharged with moisture. (3) Charles Carroll, of Carrollton, born in 1737, died Nov. 14, 1832. (4) Caspian Sea, 84 feet; Lake of Tiberias, 600 feet; the Dead Sea, 1,317 feet. (5) Drop a note, enclosing director's postal card, to D. T. Ames, 205 Broadway, New York City. He will doubtless furnish you what you want.—G. B. HENDRICKSON.]

(1) What steps should I take to get a book copyrighted? (2) What is the cost of securing a copyright? What would be a moderate charge by me as the author of an English Grammar for the right of publication (per copy)? (4) What would be a moderate price for the editor of a department in a paper to charge per column? G. [(1 and 2) Write to the Librarian of Congress, Washington, D. C., enclosing two copies of the book and also \$1.00. In return you will receive legal documents signed by the authority of the United States of America. There is no refusal to such applications. (3) If it is a good book and will command a good sale 10 per cent. of the selling price. (4) The price of such matter varies from 0 to \$10 per column, depending upon the circulation of the paper, the amount of research spent upon the material, and the ability of the writer. Vanderbilt, in a minute, can make a piece of paper worth a million. Tennyson, in a week, can make one no larger worth a thousand.—J. A.]

In the July number of the INSTITUTE, on page 184, I find this sentence in a list of sentences for correction: "I meant to call there last night." You changed it thus: "I meant to have called there last night." Does not the word *meant* mean the same as *intended*? If so why is it not correct without the change? H. D. BEEBE.

"Meant" is the synonym of "intended." In our haste, we tried to correct that which was right. "I meant to call there last night" is correct. See Reed & Kellogg, Second Book, lesson 141, error 9, and its explanation. In same list of sentences, the first corrected sentence should read, "No fewer than, etc." See Webster, under "No" as adv. to be taken in connection with this rule, "fewer" is used with objects that can be numbered, "less" with objects taken without reference to number. Thus, "fewer persons," "less money."—J.]

Please suggest a year's course of reading on educational subjects.

J. S.
[Page's "Theory and Practice of Teaching," Spencer and Bain on Education, Thring's "Theory and Practice," Payne's "Lecture on Education," Currie's "Common School Education," Tate's "Philosophy of Education," Porter's "Intellectual Philosophy," Hallmann's "Application of Psychology to the Work of Teaching," Fitch's "Lectures on Teaching," Abbott's "Teacher," De Graff's "School-Room Guide," Sully's "Outlines of Psychology," Galton's "Development of the Human Faculties," Amos M. Kellogg's "School Management," Parker's "Talks on Teaching," and Miss Anna Johnson's "Education by Doing." There are other books of great value and it is difficult among so many to specify even a few; but any teacher who thoroughly reads the above books will have an amount of information on the subject of education that will be of incalculable benefit during an entire life. Two or three years would be needed to master them, but the laborer would be well repaid.—Eus.]

Please parse the italicized words in the following sentences. (1) *A few* men came. (2) In *Hawick* twinkled many a light. Behind him soon *they* set in night. (3) They used a ladder *twelve feet* long. M. C. H.

(1) *A few* is an indefinite numeral adjective, compared, etc., modifying "men." Grammarians have differed concerning these expressions, but that "a" is an article-adjective and relates to "few" is evident. The difference between "few" and "a few" should be carefully noted. (2) *Hawick* is a personal pronoun referring to the plural number (of light-) expressed by "many" for its antecedent. Third person, plural number, neuter gender, nominative case, subject of "set." (3) *Twelve* is a cardinal numeral adjective, modifying "feet." "Feet" is in the objective case, without a governing word, an adverbial modifier of "long." "Long" is an adjective, compared, etc., modifying "ladder."—J.]

(1) An army of 1,800 has provisions to last $4\frac{1}{2}$ months, allowing 1 lb. 4 oz. a day to each. How long will five times as much last 3,500 men at the rate of 12 oz. a day to each man?

SOLUTION.—1 lb. 4 oz. = 20 oz. $1,800 \times 20 \times 4\frac{1}{2}$ months = 8,100 months that the provisions last 1 man at 1 oz. per day. $\frac{8,100 \times 5}{12} = 3,375$ months that 5 times the provisions last 3,500 men at 12 oz. each per day. Or.

$$\begin{array}{rcl} & 1,800 & 3,500 \\ 1:5:: & 20 & : 12 \\ & 4\frac{1}{2} & x \end{array}$$

x = 19 $\frac{1}{2}$ F. F. N.

Why does the magnetic needle point toward the North Pole?

[It is a law of electricity that a magnetic needle will assume a position at right angles to a current of electricity. The lines of electrical action pass around the earth at right angles to its axis, therefore the general direction of the needle is toward the North, although in but few places on the earth's surface it points directly toward the North Pole. The variation in the direction of the needle is owing to many disturbing causes, as masses of iron ore, winds, and especially heat. The full subject is discussed in our best works on Physics.—J. A.]

I notice in your last issue of September a statement to the effect that Gen. P. H. Sheridan is Commander-in-Chief of the U. S. Army. Sec. 2, Art. 2 of Constitution says: "The President shall be Commander-in-Chief of the Army and Navy," etc. How do you reconcile this? W. E. MASSIE.

[The passage quoted from the Constitution is qualified by "when called into actual service of the United States." At such times the President does become Commander-in-Chief and issues his orders to the generals in command.—A.]

Is it a good plan with pupils who speak a foreign tongue, and who have trouble in finding the meaning of words from the dictionary to tell them the meaning of hard words by using the language familiar to them? If not can you advise a better way. E. H. H.

[Your way is excellent, because the only plan that can be used in teaching foreigners our language. We learn to speak a language by speaking it. Let every new word be used in a sentence.—A.]

(1) When was the cotton-gin invented? (2) What was the name of the first steamer made in this country; to what place did it run; and when make its first trip? (3) Is Prof. Morse living? (4) In what year was the first line of telegraph constructed? APOCYPHA.

[1] In 1793. (2) The Clermont; made its first trip from New York to Albany in 1807. (3) No; he died April 2, 1872. (4) In 1837.—B.]

Will you please give me the address of several Normal schools—not State Normal schools—in New York and Pennsylvania? If you will print them in the columns of the JOURNAL you will much oblige R. D. B.

[We know of none that are real Normal schools where teachers receive proficient training either in New York or Pennsylvania, except the State Normal schools.—J. A.]

Please recommend some works on Natural History, suitable for children.

[Prof. Johnson's "Natural History Reader," and Miss Buckley's "Life and her Children," D. Appleton & Co.; Carl's "Child's Book of Natural History," A. S. Barnes & Co.; Prang's "Natural History Series," Prang Educational Co., Boston; J. G. Wood's "Natural History," Harper Bros., and Tweed & Anderson's, Lee & Shepard.—B.]

EDUCATIONAL NOTES.

TO SUPERINTENDENTS, INSTITUTE CONDUCTORS AND TEACHERS.

Our readers would like to know what you are doing. Will you not send us the following items: Brief outlines of your methods of teaching; interesting personal items; Suggestions to other workers. Only by active co-operation can advancement be made. Thousands are asking for information and we shall be glad to be the medium of communication between you and them. EDITORS.

NEW YORK CITY.

Jacob Etzel, owner of the historical building known as Washington's last headquarters in this city, where he took leave of his staff at the end of the Revolution, and where the centennial anniversary was celebrated last year, intends to make the place attractive this year. The room on the second floor, where Generals Washington, Knox and others drank toasts and parting healths on November 24, 1783, is to be handsomely decorated, and visitors will have an opportunity to inspect the memorable room, which has been little altered. The building's fronts will also be decorated.

Agent Barkley, of the Society for the Prevention of Cruelty to Children, found Mary O'Neil, aged twelve, ragged, bare-headed and bare-footed, begging in the street. She was comfortably clad by the Society, and sent to the Institution of Mercy. The agent reported that the family occupied only one room on the top floor of a tenement house, and that three small rooms adjoining sheltered eighteen persons, of whom thirteen were children.

IOWA.—The Western Normal College at Shenandoah has an admirable course of instruction and an able faculty. Fortunate are those who can avail themselves of its advantages.—State Supt. Akers lectured before the Iowa County Teachers' Association November 14th.—The next meeting of the Iowa State Teachers' Association will be held in Des Moines, Dec. 22d, 23d, and 24th. Prof. C. E. Bessey, Chm. of the Executive Com., resigned his position, to take effect Nov. 1st. L. W. Parish, of Des Moines, acts as Chm. since that date. Prof. B. removes to Nebraska in November, following the close of his year at Ames, to accept the professorship of botany and horticulture at Lincoln, in the State University.—The meeting of the Fayette County Teachers' Association was held in Fayette, Nov. 15th.

INDIANA.—Hannibal holds a special school election next Tuesday, to vote on a loan of \$40,000 to erect school buildings.—The winter term of Pleasant Lake Graded School, H. H. Keep, principal, began Nov. 18th. Tuition free to resident students. The school is one of superior advantage.—Hon. E. E. White, ex-President of Purdue University, so generally known and esteemed in Indiana, is still at Walnut Hills, Cincinnati, Ohio, at work on his forthcoming books. He is soon to do several weeks' institute work in the East.—H. A. Huston, late principal of the Lafayette high school, has accepted the position of Professor of Physics and Assistant State Chemist, at Purdue University.—Geo. A. Netherton, editor of the *North Judson Banner*, has not lost his interest in educational matters and has not missed an institute in eighteen years. He has done more for education than any other man in Stark county.—The Steuben county teachers' Institute will be held at Angola, Nov. 10-14. Among the instructors and lecturers are, Miss Carrie B. Sharp, principal of Westminster Home School, Fort Wayne, Ind.; J. M. Olcott, Supt. of schools, Greensburg, Ind.; Prof. D. M. Fisk, Hillsdale, Mich.; Prof. F. V. Irish, Lima, O.; James Whitcomb Riley, the Indiana poet, Indianapolis, Ind. The following teachers of Steuben county will take part in the work of the Institute. Prof. John W. Hannan, of the Orland schools, Reading and callisthenics; Prof. A. B. Stevens, of Angola schools, Physiology; Prof. A. S. Preston, of Fremont schools, Practical grammar; Prof. H. H. Keep, of Pleasant Lake schools, Diacritical marking; Prof. C. E. Kircher, of Tri-State Normal, Theory of teaching; B. B. Bigley, Longitude and time. Evening lectures—Nov. 10, J. M. Olcott, subject, "The effects of free schools upon national politics." Nov. 11, W. A. Bell, editor *School Journal*, subject "Why the State educates." Nov. 12, Miss Carrie B. Sharp, principal of Westminster Seminary, Fort Wayne, subject "Our two gifts." Nov. 13 (pay lecture), James Whitcomb Riley, subject "Eli, and how he got there." Nov. 14, Prof. D. M. Fisk, of Hillsdale College, subject "Shall we have brains?" Prof. F. B. Irish, of Lima, O., author of "Grammar and Analysis made Easy and Attractive by Diagrams," will give instruction in grammar and analysis. Prof. D. M. Fisk will give instruction in physiology; his talk on digestion will be illustrated by a life-size lithograph of the digestive apparatus. He will also bring with him a number of compound microscopes. R. V. Carlin, Co. Supt.

KENTUCKY.—Supt. G. D. Moore, of Whitley, has given notice to his teachers who did not attend the Institute, that their certificates are forfeited, but may be restored if they make affidavit that the absence was a legal one.

MAINE.—Lewiston evening school numbers nearly 400. Quite a number of full-grown men are among the pupils.—At the recent meeting of the Pedagogical Society it was voted to recommend the teachers to give instruction on the "effects of Stimulants and Narcotics upon the Human System."—The question of Elementary Science teaching in the common schools of the State is receiving considerable attention.—Portland, Lewiston, and Biddeford will contribute to the educational department of the New Orleans Exposition.—B. P. S.

MINNESOTA.—By arrangements made last spring with the superintendents of the United States coast and geodetic survey, at Washington, a magnetic survey of the State of Minnesota by counties is about to be undertaken, the preliminary part to be completed before September, 1885. This latter consists in establishing an accurate meridian line in each county in the State. This work is undertaken for the advancement of science and the public good, and, as the government has appropriated no money for it, it is hoped that the different counties will assist in defraying the expenses, which will not exceed \$15 per county. County surveyors are asked to co-operate and lay the matter before their respective boards of county commissioners.

MISSOURI.—Carroll county teachers will hold an institute at Norborne, Nov. 21st. There will be an address by the Hon. H. King; a Class exercise in Grammar, by J. C. Anderson; Class exercise in Arithmetic, by J. H. H. Baker; Methods in primary school work, by Miss D. L. Snoddy; Penmanship, by L. J. Minton; Class-work in Civil Government, by M. M. Smart; Address, by John P. Adams; Methods in primary Geography, by Miss Bettie Inbelle; Methods in teaching Spelling, by Robert King; Discussion, "Proper school punishments," led by I. B.

Conkling; Class exercises in Reading, by Geo. W. Carpenter; and general exercises by the various schools of the county.

N. Y. STATE.—The winter term of Parish Union Free School begins Dec. 1st, and closes March 13, 1886. The faculty consists of O. W. Bugbee, principal, teacher of Ancient Languages, Natural Sciences, Mathematics; Minnie B. Parker, Kittie Stookover, Elsie M. Baxter. There will be a teachers' class during the fall and winter terms, in which instruction will be given in the modern methods of teaching, including that of physiology and Hygiene, and the effects of narcotics upon the human system, as required by the laws of 1884.—The Sandy Creek Union School, J. Edman Massee, principal, also begins its winter term Dec. 1st, and a teachers' class will also be formed at the beginning of the term.—The Westchester Co. teachers' association met at New Rochelle, Saturday, Oct. 25. The program sent us contains a class exercise in primary reading, conducted by Miss A. E. Baldwin, of New Rochelle; paper, "The teachers' contribution to the quality of American citizenship," Prin. James F. Williams, of Katonah; class exercise in physiology, conducted by Miss Emily S. Parsons, of New Rochelle; paper, "Industrial education," Prin. C. F. Nichols, of Mount Vernon; paper, "Botany in our public schools," Prin. Geo. F. Cole, Peekskill; paper, "Grammar," Prin. H. A. Wilcox, Jerome.

PENNSYLVANIA.—The Cambria county Institute was held at Ebensburg, Oct. 13-17. The attendance was unusually large. The principal instructors were Supt. S. A. Baer, of Reading, Prof. Thomas M. Balliet, of the Cook County Normal School, Ill., and Hon. Henry Houck, Deputy State Supt. of Pa., who has lectured in every county of the State and is very popular. He is frequently called into other States to lecture before teachers' conventions.—Supt. Geo. B. Ford, of Venango county, held his Institute during the week of Oct. 20-24, at Franklin. Venango is certainly one of the most advanced counties in the State. It has a large number of teachers of fine culture who are familiar with the best educational thought of the times. The instructors were Supts. J. E. Hillard, C. A. Babcock, Kinsley, Prof. T. M. Balliet, of Normal Park, Ill., and E. P. Russell.—The Huntingdon county teachers' Institute will convene at Huntingdon, Nov. 24-28. The best talent obtainable has been secured to aid in instruction and by lectures. Dr. E. E. Higbee, Dr. Edward Brooks, Prof. T. M. Balliet, Col. Bain and ex-Vice President Colfax will be present.—The Crawford county teachers' Institute has just been held at Meadville, the county seat. Over 600 teachers and school officers were enrolled. This is one of the most populous and fertile counties in North-Western Pennsylvania. Its court-house is one of the best in the State. Meadville is the seat of Alleghany College and of the Meadville Theological Seminary. It has a fine park, excellent school buildings and superior schools, and has long been recognized as a centre of wealth, culture and taste. The new county superintendent of schools, J. N. Sturdevant, a graduate of Cornell University, has been teaching in Port Richmond, N. Y., for the last five years. It was a merited compliment to him that he was recalled to his native State and elected Supt. by a large majority. He is commencing his work with tact and energy, determined to do his utmost to introduce the most improved methods of instruction into the schools of Crawford county. Besides the excellent local talent enlisted, the instructors of the Institute were Hon. E. A. Appar, of New Jersey, Dr. B. G. Northrop, of Conn., Col. Parker, of Ill., and Miss Thomas, of Ind.—Patrick Caffery, a teacher in Luzerne county, and Milton R. Shaffer and M. B. Harwick, teachers in Lehigh county, are candidates for the State Legislature.—Prof. E. B. Dawkins, of this State, has been reappointed principal of the Farmerville, La., high school.

Prof. Gaskill has accepted the principalship of the Pleasant Hill Academy, vice A. W. Moss.—C. N. Miller has been elected superintendent of the Natick schools.—Plymouth township directors have increased the wages of their lady teachers from \$35 to \$40.—Salaries of teachers in Columbia county have increased from 25 to 50 per cent. in nearly every school district during the past three years.—The Kutztown State Normal School authorities are building a new hall for chapel, dining hall, and student's rooms.—Prof. Thomas M. Balliet and Dr. Groff will be the principal instructors of the Montour Co. Institute which opens Dec. 29.—The teachers and pupils of the Columbia high school attended the Electrical Exhibition at Philadelphia.—Miss H. E. Brooks, formerly Supt. of the schools of Lackawanna county, is doing institute work in various parts of the State. She is a good speaker and a practical teacher, and her work everywhere receives commendation.—The schools of the third district of the city of Wilkesbarre propose sending some of their work to the New Orleans Exposition.—The subject of legalizing the office of township superintendents will probably be brought before the next session of the Legislature.

Teachers in Columbia county have been scarce during the past year. The salaries, however, are quite low, but the social advantages are good.—Miss Hattie Clay, formerly principal of the Plymouth Junction schools, has accepted a position as teacher in one of the Scranton city schools.—The temperance ladies of Easton, Bethlehem and several other towns of the State are circulating petitions to be presented to the next session of the State legislature. The petitions ask that temperance instruction be required taught in the public schools of the State.—Berwick, for the first time in its history, has elected a lady borough principal, Miss Armstrong. The lady has taught in the different grades of the borough schools so successfully that the board of directors elected her with the assurance that she would succeed at the head of their schools. The salaries in many districts are yet so low, the school terms so short, and the schools so poorly supplied that good teachers seek other employments, and the consequence is that only unqualified teachers can be secured for such schools. But a brighter day is dawning. Superintendents from every county in the State report a gradual increase of teachers' wages, extension of school terms, and a recognition of the necessity of school supplies on the part of school directors. W. S. MOSKOE.

TEXAS.—Wilson's Home School, McKinney, opened its session Oct. 20th, with an enrollment of 40 pupils, under the management of T. M. Wilson.

THE Abbe Franz Liszt, the great pianist, has become blind at Baurenth. It is suggested that the cause of his affliction is smoking and brandy, of which latter he consumes daily a frightful quantity.

EDUCATIONAL MISCELLANY.

NOVEMBER.

The wild November comes at last
Beneath a veil of rain;
The night-wind blows its folds aside,
Her face is full of pain.
The latest of her race, she takes
The Autumn's vacant throne;
She has but one short moon to live,
And she must live alone. —STODDARD.

For the SCHOOL JOURNAL.

A PERSONAL EXPERIENCE.

BY W. R. PRENTICE, Alfred Centre, N. Y.

The teachers had all voted the boy a nuisance; he was sometimes good, but generally bad. He was careless of his duties, untidy in his work, often very impudent in his language, but invariably good natured—a great, careless boy, doing nothing and hindering others. He had been labored with, kept after school for reprimand, reported at home, yet he would come lounging into school an hour late, and, when spoken to, had an answer of utter indifference always on hand. What should be done? One day he had been worse than usual. The principal felt that his disorderly ways could be no longer endured. That night, as the pupils were marching out, he touched the boy on the shoulder and said, "You may remain." When the last teacher had left the building, the boy was called into a recitation room, and the door locked. The boy was to be flogged and was plainly told so. He was indifferent, as usual, and showed no signs of fear. This teacher determined to reach his heart if possible, and asked him why it was that he gave so much trouble. He could not tell. "Do you suppose a good, sound whipping would do you any good?" "No." "Could you do right if you tried?" "Yes." "Will you?" "I don't know." For some minutes they sat in silence; both were thinking, the teacher seriously, for after a little, holding out his hand, he said to the boy, "Will you put your hand in there and promise for one week to do your best?" "Yes, I will." Then said the teacher, "There shall be a sign between us, and," placing a red cross on the wall above the blackboard, "this shall be the sign. If at any time that is missing, you may understand that I think you are not keeping your word." No one but themselves knew what the red cross was for, or noticed it. For some weeks it remained there and the boy kept his word. One day he was missing; soon it was said that he was very ill, and in a few days more he was dead. Standing by the open coffin, that teacher, with a thankful heart, registered a vow, never to use the rod again till all else had failed.

For the SCHOOL JOURNAL.

LESSON IN DISTANCE AND SIZE.

1. With a measure draw a line one foot long.
2. With the same aid draw a line three feet long.
3. Erase, go to another board and draw both lines with no measure. Measure these lines and continue to draw until accuracy is approximated.
4. Draw a horizontal line of any convenient length without a measure.
5. From the middle of this line erect a perpendicular of the same length as the horizontal line. Repeat until accuracy is approximated.
6. Draw a square foot without a measure.
7. Draw a square yard without a measure.
8. Stand on one side of a room and walk within 10 feet of the other side. Mark the spot and measure. Repeat until accuracy is approximated.
9. Estimate the length of a room. Its breadth. Its height. The number of square feet in the floor. Measure and verify.
10. Mark a point one foot above the floor on the side of the room; a point three feet above. Verify and try again if wrong.
11. Draw a square of any convenient size, divide it into four equal parts. Draw another square and divide it into sixty-four equal parts.

12. How much larger is a square foot than a square yard? Prove.

13. Show by squares that $\frac{1}{2}$ of $\frac{1}{2}$ is equal to $\frac{1}{4}$ of the whole.

14. Show by squares what part of the whole $\frac{1}{2} + \frac{1}{2}$ is.

15. Show by diagram that $8 \div 4 = 2$.

16. Show by diagram what $\frac{1}{2} \div \frac{1}{4}$ is equal to.

17. Draw a square two-feet. Divide a square two-feet into square feet.

18. Draw a square three inches. Divide it into square inches. Prove by diagram.

19. Show by diagram what number will divide 24 without any remainder.

20. Show by diagram how much larger is the square sixteen inches than the square four inches.

INTERESTING FACTS FOR THE SCHOOL ROOM.

TO BE READ AND TALKED ABOUT.

I.

South Africa is a mixture of Portuguese (who were the first settlers); Dutch, the most numerous of the Europeans; the English, found almost exclusively in the eastern parts; with some French and Germans. The natives—Hottentots, Bushmen, Kaffirs, Bechuannas, and Negroes—are in the majority. There are many laborers, along the coast, of Malay origin. The population of the Cape Colony is about 900,000. Its area is 182,000 square miles. The outlying districts—Basutoland, Kaffraria, and Transvaal—have kept the British of the Cape in constant war. The Cape itself was settled by the Dutch in 1652, but passed into possession of the English in 1806.

II.

LAKE COMO possesses in the highest degree a personality so distinct and feminine that a beautiful woman might be jealous of it. The charm does not lie exclusively in the scenery, but is a composite result of climate, atmosphere, cultivation, and also in a subtle, unrecognized way, of the works of art which are scattered along its shores. The sheet of water is shaped like a long fish with a cloven tail, the three portions being of about equal size, the lower ones divided by a broad wedge of land, the base of which, to the southward, is known as the Brianza, the point being the promontory of Bellagio. Each has its characteristics; the two lower bays or branches are called respectively the lakes of Lecco and Como, the latter giving its name and fame to the whole expanse. The ancients were drawn hither from distant parts of Italy, and from the days of Augustus to our own, the most celebrated statesmen and men of letters have borne witness, in prose and verse, to that witchery which Ugo Foscolo declared distracted him from his work. —The Atlantic

III.

About ten miles to the south of the Sabine River, which forms the boundary between Texas and Louisiana, and about a mile from the shore, there exists a natural phenomenon known to sailors as "The oil spot." In fine weather there is nothing remarkable to attract the attention of a stranger; but when an angry gale from the north-east sweeps the ocean, and great crested waves rise in battle array, this charmed natural harbor reveals itself. No visible boundary divides it from the tempestuous ocean around; but, within a space two miles in length, the waters remain perfectly calm, their only change being that they become turbid and red, as though the oil-bearing mud were stirred up from below. A broad belt of white foam and towering breakers marks where the mighty waves, rolling shoreward in their might, with all the force gathered in an unbroken sweep of seven hundred miles across the Gulf, are suddenly arrested, and sink down, conquered and powerless, so soon as they come within the mysterious influence of this gentlest of rulers.

Unfortunately, the peaceful haven is very shallow; its depth is variously stated at twelve and eighteen feet, so that only vessels of light burden can here take shelter. But to these, blessed indeed, is the change of passing suddenly from the

wild tossing of the outer ocean to the wonderful calm of this strange harbor, where the weary crew may rest as securely as though within an encompassing coral reef. Indeed, the stranger approaching this wall of breakers would naturally assume it to be caused by a dangerous reef, and would, as a matter of course, seek safety by steering away from it.

We believe that no scientific examination of this so-called Oil-Spot has yet been made. Sailors who have here found refuge state that the bottom is of a soft soapy mud, into which they can easily push a pole to a considerable depth—a mud which, when applied to deck-scrubbing, is found to be exceedingly cleansing. —Popular Science Monthly.

For the SCHOOL JOURNAL.

REPRODUCTION EXERCISE.

A WONDERFUL CITY.

I am going to ask you to visit with me to-day one of the most wonderful cities in the world. It is a city with no human beings in it, and yet it is densely populated, for such a city may contain from twenty thousand to sixty thousand inhabitants.

In it you will find streets, but no pavements, for the inhabitants walk along the walls of the houses; while in the houses you will see no windows, for each house just fits its owner, and the door is the only opening in it. Though made without hands, these houses are most evenly and regularly built in tiers, one above the other; and here and there a few royal palaces, larger and more spacious than the rest, catch the eye conspicuously as they stand out at the corners of the streets.

Some of the ordinary houses are used to live in, while others serve as storehouses where food is laid up in the summer to feed the inhabitants during the winter, when they are not allowed to go outside the walls. Not that the gates are ever shut: that is not necessary, for in this wonderful city each citizen follows the laws—going out when it is time to go out, coming home at proper hours, and staying at home when it is his or her duty. And in the winter, when it is very cold outside, the inhabitants, having no fires, keep themselves warm within the city by clustering together, and never venturing out of doors.

One single queen reigns over the whole of this numerous population, and you might perhaps fancy that, having so many subjects to work for her and wait upon her, she would do nothing but amuse herself. On the contrary, she too obeys the laws laid down for her guidance, and never, except on one or two state occasions, goes out of the city, but works as hard as the rest in performing her own royal duties.

From sunrise to sunset, whenever the weather is fine, all is life, activity, and bustle in this busy city. Though the gates are so narrow that two inhabitants can only just pass each other on their way through them, yet thousands go in and out every hour of the day; some bringing in materials to build new houses, others food and provisions to store up for the winter; and while all appears confusion and disorder among this rapidly-moving throng, yet in reality each has her own work to do, and perfect order reigns over the whole.

Even if you did not already know what city this is that I am describing, you would no doubt guess that it is a beehive. For where in the whole world, except indeed upon an anthill, can we find so busy, so industrious, or so orderly a community as among the bees? —ARABELLA B. BUCKLEY.

In order to correct or prevent the habit of sounding "a" and "the" separate from the words following them, let the pupil first use them in speaking of some object held by the teacher. He holds up a book, for instance, and the pupils say, correctly and naturally, "a book," or "the book." They will do so without fail. Then those words should be written on the blackboard and repeated by the class, the teacher pointing alternately to the object and to the written words. It is also a good plan to join such words, as well as adjuncts, by bracketing them when they are written on the blackboard.

For the SCHOOL JOURNAL.

SOME LIVE QUESTIONS AND TESTS.

Do not be afraid of these questions. If they require research and thought, go at them with a determined will. Write out the answers to each one.

1. What is ozone?
2. What causes a draught? Show by an experiment.
3. Three things must be considered in promoting ventilation. What are they?
4. What does the chemical symbol (H_2O) of water mean?
5. What vein in the body contains arterial blood?
6. Give the difference between a *measure* and a multiple.
7. Use each of the verbs, tell, go, do, and fight, in the past tense, with the pronoun, thou.
8. Turn the following into prose, using synonyms for the italicized words:

Music the *fiercest* grief can charm,
And fate's severest *rage* disarm;
Music can *soften* pain to ease,
And make *despair* and *madness* please.
Our joys below it can *improve*,
And *ante-date* the bliss above.

9. Where is Hog Island?
10. What flowers have neither leaves nor stem?
11. Did you ever *drink* any tea?
12. What does "Amazon" mean?
13. Why is the nose placed over the mouth?
14. Why is the drunkard's nose red?
15. Why does a black slate-pencil make a white mark?
16. How many legs has a spider? How many a fly?
17. Is a Senator a Congressman?
18. Do cows have any upper front teeth? How many teeth has a cat?

WHERE IS THE FOUL AIR?

ORGANIC waste matter rises with the warm expired air to the ceiling, whence, as it cools, it is gradually diffused downward. Those who have carefully examined our poorly ventilated State prisons have repeatedly had demonstrated to them by the sense of smell, if not otherwise, that the upper layer of air in a room occupied by large bodies of men becomes soonest charged with foul emanations. In sleeping wards where cells rise above each other in from three to five tiers, the impurity of the air, as shown from the sense of smell and general feeling of oppressiveness, increases as one ascends from one gallery to another until, toward morning, on the uppermost gallery near the ceiling, the stench and oppressiveness of the air becomes almost intolerable. It is also true that prisoners who sleep in ranges of cells near the ceiling complain more of headache, have less appetite, and eat considerably less food than those sleeping in cells near the floor. From these considerations, it is apparent that a room cannot be properly ventilated by simply making an out door opening at or near the floor.

MIND CLASS.

(See November 1.)

TIME OF STUDY—ONE WEEK.

1. In what relation do the sensibilities stand to the other powers?
2. Name the elements making up the successful teacher.
3. Describe a perfect teacher.
4. Describe an imperfect one.
5. How may the sensibilities be suppressed?
6. How can they be cultivated?
7. State the anecdote of Daniel Webster, and draw lesson from it.
8. To what extent should children be made to do what they do not understand or like?

In governing, never make the impression that the pupil must obey you simply because you are his teacher, but solely because it is right. The former degrades obedience into servility; the latter elevates it into a noble virtue.—*The Educationist*.

FOR THE SCHOLARS.

CHOICE SELECTIONS FOR MEMORIZING OR RECITATIONS.

MONDAY.

NATIVE LAND.—Breathes there the man with soul so dead

Who never to himself hath said,
This is my own, my native land?

—SIR WALTER SCOTT.

Land of the forest and the rock,
Of dark blue lake and mighty river,
Of mountains reared on high to mock
The storm's career and lightning's shock,
My own green land forever!

—J. G. WHITTIER.

Man, through all ages of revolving time,
Deems his own land of every land the pride,
His home the spot of earth supremely blest,
A dearer, sweeter spot than all the rest.

—JAMES MONTGOMERY.

TUESDAY.

NIGHT.—How beautiful is night!

A dewy freshness fills the silent air.

—SOUTHEY.

And the night shall be filled with music,
And the cares that infest the day
Shall fold their tents like the Arabs,
And as silently steal away.—LONGFELLOW.

Night is the time for rest;
How sweet, when labors close,
To stretch the tired limbs, and lay the head
Down on our own delightful bed!

—JAMES MONTGOMERY.

WEDNESDAY.

ENTHUSIASM.—Every great movement in the world is the triumph of enthusiasm.—R. W. EMERSON.

Enthusiasm is the element of success in everything.

—BISHOP W. C. DOANE.

Be not afraid of enthusiasm; you need it; you can do nothing effectually without it.—GUIZOT.

THURSDAY.

WISDOM.—Wisdom and goodness are twin born, one heart

Must hold both sisters, never seen apart.—COWPER.

In idle wishes fools supinely stay;

Be there a will, and wisdom finds the way.

—CRABBE.

The only jewel which you can carry beyond the grave is wisdom.—LANGFORD.

FRIDAY.

FINDING FAULT.—Nothing is easier than fault-finding. No talent is required to set up in the grumbling business.—ROBERT WEST.

Those who desire to do good have little time for murmuring or complaint.—*Ibid*.

We cannot control the evil tongues of others; but a good life enables us to despise them.—CATO.

NOTEWORTHY EVENTS AND FACTS.

DOMESTIC.

The Scott Law, of Ohio, has been declared unconstitutional by the Supreme Court of that State. It imposed a tax of \$500 on liquor-dealers, making the assessment a lien upon the real property they occupied. It closed many saloons, and brought into the Treasury an annual revenue of about \$2,000,000. The liquor dealers will now not only refuse to pay the tax, but will demand reimbursement for their payments a year ago. Sunday liquor-selling is no longer illegal, and free liquor is at present the law of the State.

Another earthquake shock has been felt in the Eastern part of the United States.

FOREIGN.

In Egypt the situation is not essentially changed. The Mahdi is reported to be north of Khartoum, and many of his followers have left him. It is said that the boats built for the Nile expedition in England have proven to be utterly useless. Native boats and native labor has been found to be most effective.

The Abyssinians are plundering villages and destroying crops in the southern portion of the Sudan. Altogether the outlook in Upper Egypt is not peaceful in its aspect. Months of warfare seem to be certain. It looks as though England would be obliged to take the entire portion of Egypt under its special management.

The Queen's Speech, at the reassembling of Parliament, unlike our President's Messages, was very brief, consisting of only nine sentences, most of which referred to the Egyptian affairs, in which Gen. Gordon was warmly commended. But a bare allusion was made to the exciting question of the extension of the Parliamentary franchise, which is to be the agitating topic of discussion, and may lead to vital changes in the British Constitution, if the measure that the Government has introduced is factually resisted by the House of Lords.

The triumph of the Clericals in Belgium, by which they gained control of the Ministry and Legislative bodies, was of short duration. In the recent elections the Liberals carried 10 of the principal towns and cities, while the Clericals only carried 11. Fortunately, while there was great enthusiasm, there were no popular outbreaks. The people were thoroughly aroused at the prospect that their educational system was to be handed over to the Clerical party, and they have pronounced a decided condemnation. The Ministry appointed in the interest of the Clericals has resigned, and a new one has been called.

The French invaders of Madagascar find that it is too late in the season to march upon the capital, so that their operations will be delayed several months. Delays may prove dangerous, as sickness is increasing among the French troops, and the sentiment of the civilized world is waiting in condemning their aggression as piracy. When the French first bombarded the island they declared that they did not want the territory of the Hovas, or to interfere with the independence of their Queen, but only that they should retire from the territory of the Sakalavak of

whom France claimed to be the protector and pay an indemnity to France, but when Admiral Miot came with his fleet he unblushingly announced that Madagascar for hundreds of years had belonged to France, who had allowed its natives to settle there. But that had all passed, and now she has come to take possession of her own. He then proposed that the lawful sovereigns and possessors should cede to France all north of lat. 17, or about a third of the island, pay France \$500,000, and permit the French to have land as long as they like, in spite of his inconsistent claim that it had belonged to France for centuries.

"If you do not agree to these mild terms," said Admiral Miot, "then the war must go on. We shall seize your forts and go to Antananarivo, and we shall dye all the way up with the blood of your soldiers."

And this bloodthirsty threat is to be carried out against a weak and unoffending people who love their homes and their native land, by a formidable power that claims to be a civilized nation.

The cholera has broken out afresh in Paris, and great alarm is manifested. Many are leaving the city.

The Congo Conference has been formally opened, and Prince Bismarck chosen president.

NEW YORK CITY.

ART STUDENTS' LEAGUE.—On Saturday evening Nov. 15th, there was a reunion of the teachers and students. One of the Antique rooms was tastefully decorated and hung with paintings and engravings. Among the largest paintings was W. M. Chase's portrait of Deveneck which was exhibited at the Paris Salon and received there the second medal. His portrait of Miss Wheeler which is both warmly admired and criticised was also on exhibition. It is a rule that all of the members that study abroad shall send back a specimen of work done there. Several of these also were hung. The League under Mr. Turner's direction is in a very prosperous and satisfactory condition.

A SCHOOL TEACHER'S QUALIFICATIONS.—First of all, the voice should be trained, for a clear, musical voice is one of the teacher's most potent qualifications for success, and cannot be overrated. Drill in phonics is necessary, not only to gain the ability to give the slow pronunciation with ease and with natural inflections, but as an aid to perfect articulation and pronunciation. That every teacher should be an expressive reader is self-evident, but it might not occur to all that to be an eloquent talker is also one of the requisites demanded by the New Methods. Faults of tone, modulation, and manner are propagated by the teacher, as well as false syntax and incorrect pronunciation. Then, too, every teacher should be able to sing, and sing well. Music fills the air with beauty, and in the school-room everything should be quiet and musical, with never a harsh note. Gymnastics—the training of the whole body—is of the utmost importance, not only to insure symmetrical physical development, but to aid in the establishment of good order. Mental action depends largely upon physical conditions, and we should train the body that the mind may act.—FRANCIS W. PARKER.

PUBLISHERS NOTES.

I do enjoy reading your wide-awake JOURNAL.

Mich. A. DAVIS.

I can not speak too highly of the JOURNAL. I believe I am a better teacher every day for it.

S. L.

It pays me to take the INSTITUTE, although it is not designed for music teachers.

J. E.

I admire your paper very much. It is the best I have seen.

W. DOUGLAS.

Lodi, Mich.

On going to work again, I find the JOURNAL indispensable; so please send it to my address.

A. J. H.

Texas.

I consider your publications of incalculable benefit to teachers, and have always commended them to my friends.

W. M.

Benbrook, Texas.

Allow me to say that I could not part with my JOURNAL; it is thrice welcome each week.

O. D. M.

Albion, Ill.

I think your paper has done, and is doing, an immeasurable amount of good for the teachers of our country; but I write especially to commend the articles on "Mind." They are the best things of the kind that I have read, and the last (No. 5) is the best of them all. Let us hear more on the subject.

Bound Brook, N. J.

GAINS HOFFMAN.

I have only been teaching a short time, but I have been greatly assisted in my work by the many excellent suggestions given in your JOURNAL. I would not do without its weekly visits for many times the subscription price. It has already enabled me to make a good reputation as a teacher. I thank you for your valuable help, and wish the greatest success in your undertaking to advance education. Many will rise up in the future and bless you.

J. J. S.

Iowa.

HORSFORD'S ACID PHOSPHATE FOR ALCOHOLISM.

Dr. J. S. Hullman, Philadelphia, Pa., says: "It is of good service in the troubles arising from alcoholism, and gives satisfaction in my practice."

BOOK DEPARTMENT.

NEW BOOKS.

CAPTAINS OF INDUSTRY, or Men of Business who did something besides making money. A book for young Americans. By James Parton. Boston: Houghton, Mifflin & Co.

The publication of these articles in book-form from their former place in the *New York Ledger* and *Youth's Companion* is a happy method of preserving so valuable a set of papers. There are forty-six biographies of men who have been leaders in ordinary pursuits, as farmer, wire-maker, blacksmith, pioneer banker, printer, match-maker, engineer, botanist, naturalist, and who have made not only success, but a success where example will be of permanent value to the youths of the present day. Among the men whom Mr. Parton writes of are Burritt, Faneuil, Gerrit Smith, John Bright, Wm. B. Astor, Sir Moses Montefiore, Sir Christopher Wren, and Sir Rowland Hill. These are familiar names to every reader, but others in the volume, of equal interest, are less known. The labor spent in preparing this volume will hardly be realized by its boy-readers, but they will enjoy its pleasant style and be stimulated by its noble characters. There are portraits of Ichabod Washburn, Chauncey Jerome, Gerrit Smith, Myron Holley, John Bright, John Duncan, Peter Cooper, and Sir Rowland Hill.

BABYLAND FOR 1884, illustrated. Boston: D. Lothrop & Co. Price, seventy-five cents.

The baby's magazine bound together—what a treasure-house for the little ones in the family! Its large type and pretty pictures, gay binding and good-sized pages give it a charm for even the youngest, and make it in reality the *Babyland*.

POEMS. By Dinah Maria Mulock-Craik. New York: T. Y. Crowell & Co. Price, \$1.25.

The collected poems of Mrs. Craik will be a very satisfactory volume for American readers who have heretofore known them only as stray poems in magazines and papers. The dedication is to the husband of the novelist and poet:

This under voice, for twenty years
Still running on, a brook unheard,
With sound half laughter and half tears—
Is hushed at last, like summer bird.

Carol or quiet, which is best?
The singer, or the song, preferred?
In sacred silence unconfessed
Take both; and not another word.

Each page is inclosed in the red lines which the late publications in poetry of Crowell & Co. bear. The binding in green and gold is tasteful and handsome.

A WONDER BOOK FOR BOYS AND GIRLS. By Nathaniel Hawthorne. With illustrations by F. S. Church. Boston: Houghton, Mifflin & Co. Price \$2.50.

More than ever a wonder book in its new dress. It is only a wonder that these stories have not before been placed in such handsome shape. It is very welcome now, and though a little ahead of the holiday books, will not be surpassed by any to come. "The Gorgon's Head," "The Golden Touch," "The Paradise of Children," "The Three Golden Apples," "The Miraculous Pitcher," and "The Chimera," with Church's fanciful illustrations, well adapted to the text, comprise this edition, which, for the first time, does justice to Hawthorne's inimitable genius in the department of storytelling for children.

BOOKS FOR THE YOUNG. A Guide to Parents and Children. C. M. Hewins. Library Association. New York: Office Publishers' Weekly, 31 Park Row.

This list has come from the author's work of guiding the reading of children, as well as actually reading to them. The books mentioned in it freely represent those that have been considered classical during the last twenty years. Especial attention has been given to English and American history. Such lists as these are of great value to those who are interested (and who is not?) in providing good reading for the young.

SQUARE AND COMPASSES, or Building The House. By Oliver Optic. Boston: Lee & Shepard. Price \$1.25.

As usual with Oliver Optic's writings this new volume has a peculiar fascination for boy readers. Its aim is good to interest young people in the mechanical arts and show the result of good discipline—and the writer believes that more can be accomplished through the moral of a bright, wholesome story, than through pages of bare instruction, to which we heartily agree. The boys of the Beech Hill Industrial School re-appear in "Square and Compasses," and some new characters are introduced from a rival school. The work of "building the house" is carried out through the book, and in

a future volume the history of "building the boat" will appear.

SOUND BODIES FOR OUR BOYS AND GIRLS. By William Blaikie. Author of "How to Get Strong, and How to Stay So." With illustrations. New York: Harper & Brothers. Price 35 cents.

The suggestions in this volume are practical, and aim to develop, by proper exercise and gymnastics, every muscle of the body. As no costume nor expensive apparatus is necessary in following the directions embodied in this book, it will prove useful to a large class of people, and in the hands of a live teacher will do much toward securing physical vigor for the youth of to-day who are to be the men and women of the future.

THE HOLMES CALENDAR, 1885. Boston: Houghton, Mifflin & Co. Price \$1.00.

The Holmes Calendar is entirely new, and will become one of the favorites of the year. The portrait of Dr. Holmes is excellent, and his cheerful smile will prove as pleasant each day as the selections from his writings will prove helpful. The design is in light colors with gold background, and represents a group of maidens bearing rose garlands with which they crown the author of "The Chambered Nautilus."

ORIGINAL HUMOROUS AND DRAMATIC RECITATIONS. For school, public and parlor entertainments. By Eugene J. Hall, Chicago, Ill. Nos. 1 to 4. Price of each ten cents.

Something new in the line of elocutionary matter. Mr. Hall's poems are well adapted for readings or recitations, and many of them have been in the repertoire of the best speakers and readers. They cover a wide field, dramatic and lyric, and their appearance in this cheap and neat form will place them within the reach of a large class. The illustrations and hints accompanying the text add interest to the publication.

JINGLES AND JOYS FOR WEE GIRLS AND BOYS. By Mary D. Brine. New York: Cassell & Co.

A bright collection of rhymes for children in Mary D. Brine's charming style. Each page has from one to three illustrations suited to a child's comprehension. Either to be read aloud to be very young children, or for children of eight to ten to read themselves, "Jingles and Joys" is suitable. It will furnish amusements for an unlimited number of rainy days.

JOHN WYCLIFFE, Patriot and Reformer. By John Laird Wilson. New York: Funk & Wagnalls. Price 25 cents. (Standard Library.)

This volume commemorates the 500th anniversary of the death of "the morning star of the Reformation," the greatest of all the reformers before the Reformation. The author has made a condensed and characteristic biography which will be no less valuable and interesting than Luther's memorials.

THE STORY OF VITEAU. By Frank R. Stockton. Illustrated. New York: Charles Scribner's Sons.

Frank Stockton never tells an uninteresting story, and Viteau, a young French lad, furnishes a more than usually entertaining tale for boys. The illustrations are good, and a single glance at them will satisfy any boy as to the life and adventure the book contains.

CHORAL WORSHIP. By L. O. Emerson. Boston: Oliver Ditson & Co. Price \$1.00.

With an introduction of a hundred pages on the elements of music, the remainder of this book is devoted to sacred tunes short anthems and a selection of longer pieces for concert use. Some hints upon the culture of voices in chorus are also appended. Like all of Mr. Emerson's work, this has been well done.

WANDERINGS ON PARNASSUS. Poems by J. Hazard Hartzell. New York: Thomas Whitaker. Price \$1.50.

The poems of Dr. Hartzell, of Detroit, Mich., hitherto enjoyed only by his circle of friends, have been collected in the present shape for the general reading public.

HOW THEY WENT TO EUROPE. By Margaret Sidney. Boston: D. Lothrop & Co. Price \$1.

Telling how some bright young people used their leisure time at home in going to Europe,—by studying maps and books, and finally the French language, with such courage and good sense that their doings led some one who heard of them to really send them to Europe. The story is a bright and suggestive one.

THE VIKING BODLEYS. By Horace E. Scudder. Boston: Houghton, Mifflin & Co. Price \$1.50.

The recent "Bodley Book" deserves all the good things that we have said of its predecessors. This series, to which Mr. Scudder adds every year, unlike most books of the kind, does not verge on the tedious, and

the excursion of the young Bodleys into Norway and Denmark will be followed with eager interest by young readers.

THE EMERSON CALENDAR, 1885. Boston: Houghton, Mifflin & Co. Price, \$1.00.

The idea of combining the dates of the days of the year with selections from the poets has become very popular since Houghton, Mifflin & Co. put into the market their artistic calendars. The Emerson Calendar for 1885 is an improvement upon last year's; it is newly decorated by Florence Taber, the portrait of the Concord philosopher standing in bold relief against a rich border of pansies. The selections are freshly arranged.

GEMS FOR LITTLE SINGERS. By Elizabeth Emerson and Gertrude Swayne. Boston: Oliver Ditson & Co.

Primary teachers and kindergartners will find this collection useful. We notice for the first time in a book of this kind that the songs are all within proper range for children's voices, none running higher than *d* in the staff. The tunes are melodious and the words appropriate, and the pages are lightened with illustrations.

PERKINS' EASY ANTHEMS. By W. O. Perkins. Boston: Oliver Ditson & Co. Price, \$1.00.

This collection has been arranged to fill the needs of small choirs, or those in which easy and melodious anthems are sung. Mr. Perkins' new book well meets this object, and the eighty-four anthems it contains will be found serviceable either for choirs, or for opening exercises in advanced schools.

WORTHINGTON'S ANNUAL, 1885. New York: R. Worthington.

From the pretty cover to the close of the last page, this Annual is filled to the brim with bright pictures and interesting reading in biography, natural history, fiction, adapted to young readers. With this in his hands, a child will find many hours of pleasant entertainment. It is the first of the holiday books, but possesses so much merit that it will not be crowded out by other publications of the same kind.

BEACON LIGHTS FOR GOD'S MARINERS. Compiled and illustrated by Elizabeth N. Little, author Pansy Text-Book. Boston: S. E. Cassino & Co.

An unique arrangement of Bible texts and religious poetry, exquisitely put together in heavy silver paper covers. The illustrations are delicate, and the lettering is in blue ink. The whole effect is exceedingly pretty.

SELECT POEMS OF TENNYSON. Edited with notes by Wm. J. Rolfe, A. M. With illustrations. Boston: James R. Osgood & Co. Price 75 cents.

A convenient volume for school use. There are seventeen poems, illustrated, and forty pages of explanatory notes by Mr. Rolfe. A portrait of Tennyson occupies the front-piece.

COURSE OF STUDY: Arithmetic and History for the Primary and Grammar Grades, Patterson Public Schools. C. E. Meleney, Supt.

We have laid this pamphlet aside for the purpose of using portions of it in the columns of the JOURNAL. That Supt. Meleney knows what the schools want, this Outline fully proves. It is a common sense course for working teachers.

GEOGRAPHY AND HISTORY FOR ALL GRADES. Prepared for the Schools of New Haven.

Few Superintendents are more pains-taking than Mr. Dutton of New Haven. This pamphlet is an example of what he is doing, and is so full of suggestions for working teachers, we can scarcely resist the impulse to print it entire. It is full of instruction.

OGILVIE'S HANDY BOOK OF USEFUL INFORMATION. New York: J. S. Ogilvie & Co. Price 25 cents.

This little book contains a large amount of information upon historical, political, biographical and statistical matters. It will be found convenient for reference.

SEVEN HUNDRED ALBUM VERSES. New York: J. S. Ogilvie & Co. Price, fifteen cents.

Autograph Albums are still quite "the rage," and this collection will assist in filling their pages, when originality is not demanded.

GLENWOOD INSTITUTE. A Home Boarding School for Both Sexes. Charles Jacobus, A. M., Principal, Matawan, N. J. This excellent school is under the charge of a superior teacher. It gives us great pleasure to commend it to the fullest confidence of any who are in search of a good place where a boy or girl may receive a thorough education.

For his heart was in his work; and the heart
Giveth grace to every art. —LONGFELLOW.

WRITING.

By F. B. GAULT, So. Pueblo, Colo.

WRITING should begin at once with the reading. Each new word learned should be written by the teacher in neat, plain script, upon the blackboard, and should be copied by the pupils. I insist that writing and not printing should be taught in our primaries.

The first formal lessons in writing should be given by means of the tracing book. The exercise should not be long. Since the words of the reading lesson are copied, and the number work placed on slates, the little fingers hold a pencil so much of the time that weariness may ensue. Tracing gives several important results: position, holding of pencil, movement, and forms of letters, including their heights and slopes. After the class is nicely started, and the lines are quite easily followed, and the child's mind observes differences in heights of letters, have them write as often as once a week on practice paper. This imitative work fixes itself as a habit in very young children, enabling them to write legibly long before they abandon the first reader. Since children learn to write largely by imitation, allow only casual analysis of letters. The systems of analysis are too complicated for school use. Only the simplest, most vital facts, should be given, and very sparingly at that.

Legibility is what is wanted, and not rigid conformances to the conventional standards set up by this or that system. In this connection I would condemn all attempts to make "upward strokes," "right curves," etc., in concert, by counting or naming the elements and principles, or accompanied by music. More servile, imbecile, useless methods than these it would be hard to devise. No where but in a school-room would human nature submit to such nonsense. Insist upon all writing the same lines during the recitation, but allow the utmost freedom to each pupil in his work. Allow rapid writers practice paper when the requisite

amount of exercise is completed. Careless work should not be accepted. Encourage pupils to follow the correct forms of letters. Incorrect forms should receive no attention from the teacher, for fear that the false rather than the true will make the deepest impression and incline him to its repetition. Do not expect too much of little folks, and give reasonable effort and success its full meed of praise.

All the tracing that is necessary can be done in the first grade. Then what? That is a serious question. The inevitable copy book now confronts us. To the regulation copy book there seems to be two very serious objections. First, in the character of the copies. Take up a first book of any series, and examine the first copy. Straight lines curves, ovals—nothing but elements. Turn over a few pages, or take another book, and we find long rows of c's, or i's, or m's, connected and disconnected. Then, in a fit of generosity, an entire word is thrown in by way of variety. What is there in these copies to excite interest? Is it not about time that this abc method of teaching writing should join the alphabet method of teaching reading? Pupils in writing, as in reading, delight in expressing something. Place before a child a copy that means something and he will write it with vastly more interest and precision. Moreover, the letters, many of them, are such as no one save writing-masters ever thinks of making.

Secondly, the copies are lifeless. The characters are so cold and symmetrical, so prim and precise as to overawe ordinary juveniles. The unattainable stares at them with solemn mockery. The copy does not excite an ambition to equal it, as it cannot be done. The plan now pursued in our grades is to paint a staff upon the blackboard. The teacher places the copy upon the staff, and by its aid it is a poor penman who cannot write a good hand. The simplest forms of letters are thus used. The copies must conform in the main to the systems in current use. The copy is placed before the school by

the living teacher. It is her work, so recognized by the class, and as such invites trial, attainment, or even superiority.

Forms, slants, and other necessary features of a system are acquired by observation and practice, not by lengthy, tedious analysis. For the pupil's use, a copyless book with the staff ruled upon the page is the best. The letters need not be grouped according to principles. A proverb or motto may be written upon the board, and the children devote their time to writing. The copy can be changed for each lesson, thus adding to the interest in each day's work. The staff upon which the pupils write is a guide in securing the proper form and proportion of the letters. That they may not become dependent upon the staff, frequent exercise upon ordinary writing paper is essential. It is surprising how easily the transition is made, and how almost automatically the pupils give correct proportion to their writing without the spaces as a guide. It is the unanimous verdict of our teachers that this plan gives the best results that they have ever secured. Hereafter no lithographed copies will be followed in our schools. We will grade the copies to meet each case as it requires.

It has never seemed advisable to place the pen in the hands of pupils much before the fourth year. By the time pupils reach the sixth year they should have completed the course in penmanship and be able to write a good hand quite speedily. Thereafter the daily written work, with the watchful inspection of the teacher, should be sufficient drill in this branch.

Thus have I briefly outlined a plan that has grown upon me—the resultant of experience. It would afford me pleasure to hear from other superintendents teachers:—not the statement or vindication of a theory, but results are what we want.

MONEY will not of itself make a college or university, but it is equally true that a college and university cannot be made without it.—*South Western Jour. of Education.*

PRIZES FOR ARITHMETIC.

\$600.00.

The publishers of *The School Supplement* purpose issuing a new book on the subject of Arithmetic to offer as a premium with their paper. Rather than pay an individual author a sum of money to prepare such a book as they require, the publishers have divided the sum six hundred dollars—which they have devoted to offer, into One Hundred and Twenty prizes, arranged in eight groups of \$5 each. To correspond with these eight groups of prizes, they have divided the whole subject of Arithmetic into the following eight departments:

1. Addition, Subtraction, Multiplication, Division.
2. Factors, Multiples, Fractions, Decimals.
3. Denominate Numbers.
4. Practical Measurements.
5. Percentage, Trade Discount, Profit and Loss, Commission and Brokerage.
6. Interest, Partial Payments, True and Bank Discount, Stocks.
7. Insurance, Taxes, Exchange, Proportion, Partnership.
8. Miscellaneous Practical Exercises and Problems.

Each group of prizes the publishers have subdivided as follows: Five first prizes of \$10 each; five second prizes of \$5 each; and five third prizes of \$3 each. All teachers and students may compete for these prizes upon the following conditions:

Each must send to the publishers, as early as possible, a set of ten examples in Arithmetic based upon the work included in some one of the eight departments a reany named. The correct answer (not solutions) to the ten examples must also be given. The examples need not necessarily cover the whole work of the department. Each competitor may enter for prizes in as many departments as he chooses, but no one competitor will be awarded prizes in more than five departments.

The Prizes will be Awarded for the fifteen best sets in each department. The arbitrators will take into consideration the originality and practical character of the examples, and their general adaptation to public, grammar, and high school work.

The Three Hundred sets of examples which the arbitrators consider the best will be published in book form. Each set will be printed complete, and the name of the compiler will be inserted with it. Together with the Three Thousand Examples secured in this way, the book will contain an entirely new and novel treatment of the whole subject of Arithmetic. The printing and binding will be the best that modern workmanship can turn out.

EATON, GIBSON & CO., Educational Publishers,
BUFFALO, N. Y.

TORONTO, CANADA.

The SUPPLEMENT and premium books are mailed from both places. All letters are answered promptly.

Every person who sends a set or sets of examples must send them with One Dollar as his or her subscription to *The School Supplement* for one year. A copy of the *Arithmetic* will be mailed Free to every subscriber on the second day of February, 1885. The latest date for receiving sets of examples in departments 1, 2, 3 and 4, will be January 5th, 1885, and in departments 5, 6, 7 and 8, the latest date will be January 10th, 1885. The One Hundred and Twenty Prizes will be mailed by P. O. Order or bank draft to the winners on the second day of February, 1885. The complete results of the competition will be published in the *Supplement*. Any further explanation or information necessary will be sent cheerfully upon application.

The *School Supplement* is without exception the best school paper published. Though its publication was commenced less than a year ago, its fame has already spread from California to Newfoundland, and from British Columbia to Florida. Its subscribers represent every State and Province. The Supplement is an Educational Journal on an entirely new plan. It is profusely illustrated, and contains lessons in all the school subjects. The current numbers contain hundreds of problems of noted authors and statements with large, beautifully engraved portraits; short stories for the school room; interesting sketches; maps and illustrations; readings and recitations; lessons in practical arithmetic and grammar; hundreds of sentences for correction; illustrated lessons in astronomy, standard time, correspondence, mensuration and railroad geography; anecdotes of authors; practical exercises for primary pupils; prize competitions for pupils' work, and numerous miscellaneous articles. Sample copies will be sent to those who have not seen the paper, for Eight Cents in stamps.

SPECIAL OFFER.

The publishers will continue to mail a new book Free to all their subscribers on the first day of February of each year. A few hundred copies of their 1884 book still remain on hand. It is an Examination Manual, and it contains over 2,000 questions and exercises in all the common and high school branches. This is a very valuable book, many thousand copies having been disposed of during the year. It contains 175 pages, beautifully printed and bound. A copy will be mailed Free to every new subscriber until the stock is exhausted. Those, then, who subscribe at once, whether competing for the Arithmetic prizes or not, will receive one book by return mail, one book on the second day of February 1885, and *The School Supplement* for one year—all for One Dollar. Please enclose eight cents in stamps with your one dollar, to pay the postage of the Examination Manual.

Mail all letters to either one of the following addresses:

PARKER'S NOTES OF TALKS ON TEACHING.

Given by COL. FRANCIS W. PARKER, (formerly Superintendent of Schools of Quincy, Mass.) before the Martha's Vineyard Institute, Summer of 1882. Reported by Lella E. Fairbridge. Square 16mo., 5 x 6 1/4 inches, 192 pages, printed on laid paper, and tastefully bound in English cloth. Sixth Edition. Price \$1.00, postpaid.

These "Talks" were delivered before a large assembly of teachers coming from all parts of the country and were eagerly listened to. This book has been prepared to supply the demand on the part of teachers to know "The New Methods" of teaching. No book has been published to explain the methods of teaching that made the Quincy Schools so famous when Col. Parker was Superintendent there. The little town became a Mecca for teachers, and for that matter, is so yet. The methods witnessed were copied in many schools. The demand for the "New Methods" became something tangible. School Boards are offering high wages to those that understand them; Col. Parker at Martha's Vineyard explained those methods; after they were written out by Miss Fairbridge he thoroughly revised them, and this volume contains them. There is more value to the practical teacher in them than in any other book published. The book is simply invaluable. It contains a fine portrait of Col. Parker as a frontispiece. Ten thousand copies were sold the first four months. Best book for agents to sell to teachers ever published. Send for large circulars (free), containing contents, testimonials, and price notices.

"We commend this book to the great body of earnest teachers. It contains a series of twenty-five full, clear, and much needed expositions of the principles that underlie primary and grammar-school teaching."—*Popular Science Monthly.*

"It ought to be in the hands of every teacher and parent in the United States. It is education in a nutshell."—*Public Ledger.*

E. L. KELLOGG & CO., Educational Publishers, 21 Park Place, New York.

"Talks on Teaching"

Is the only text-book on teaching adopted recently by the INDIANA TEACHERS' READING CIRCLE.

They have already ordered 2,000 copies.

JUST OUT!

ORATORICAL! DRAMATIC! PATHETIC! HUMOROUS!
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The Mystery of a Deadly Attack Solved by a Newspaper Paragraph.

Boston Herald.

"How are Americans liked in England?"

And Mr. B. F. Larrabee, of 43 Chester Square, ex director of the New York and Boston Despatch Express Company, who has recently returned from a considerable residence in London, answered: "If they have good recommendations and behave themselves they are well treated, but they will like the English people, any way, when acquaintance ripens into confidence."

"How do the English compare with Americans?"

"The finest looking men in the world can be seen on pleasant days of the London season, promenading Piccadilly. The English ladies, however, are neither so neat in appearance nor so graceful of form and movement as the Americans, but they seem to enjoy more robust health."

"Are English people longer lived than our people?"

"I don't know. I have not fully investigated. But I remember once hearing read a newspaper paragraph entitled 'Why do Englishmen Live Longer than Americans?' That paragraph, by the way, once solved a great mystery for me."

"Ah, indeed, another 'tribute to the power of the press?' suggested the reporter."

"Yes, if you so please to call it. In 1879, when I was residing at the Commonwealth hotel, in this city, I had occasion to do some business in Washington street. When I got to the corner of Franklin, I seemed to feel a blow in the breast and fell to the pavement like a dead man. When I recovered consciousness I was taken to my hotel. I first thought perhaps some enemy had struck me, but my physicians assured me that such could not be the case and advised strictest quiet. For six long weeks I was unable to lie down. I was violently ill, and my physicians said I would probably never walk the streets of Boston again. I did not want to die, but who can expect to live when all doctors say he cannot?" And Mr. Larrabee smiled, sarcastically, and expressed himself very freely concerning the number of common disorders which are controlled by the remedies which physicians will not employ.

"But how about that paragraph?"

"Yes, yes. When I was obliged to sit up in bed day and night for fear of suffocation, and hourly expected death, my nurse begged the privilege of reading that paragraph to me. I refused him at first but he persisted. It described my condition so exactly, that for the first time I began to realize what had prostrated me. I was filled with a strange hope. I at once dismissed my physicians and immediately began Warner's safe cure. In a few months, I was restored to perfect health, notwithstanding mine was one of the worst possible cases of bright's disease of the kidneys, which all my physicians, and I had the best specialists in Boston, said was incurable. I tell you, when a man gets into the desperate condition I was in, he doesn't forget what rescues him."

"But were the effects permanent?"

"That was five years ago," said Mr. Larrabee, "and for thirty years I have not been so well as during the past five years. If I had known what I do now, I would have checked the matter long ago, for it was in my system for years, revealing itself in my blood, by frequent attacks of chills, jaundice, vertigo, typhoid fever, nervousness, wakeful nights, etc., etc. I took over forty bottles before I got up and over one hundred and fifty before I was well. I have commended that treatment in thousands of cases of general debility, kidney and liver disorder, etc., and have never heard ill concerning it. I bank on it."

"Speaking of paragraphs, how do English papers compare with American, in this particular?"

"Well, they have fewer witty paragraphs, but the smaller papers, like the Pall Mall Gazette, St. James Gazette, and Truth, abound in sharp, incisive paragraphs without wit. In general, American papers make the most of the news, the London papers make the most of opinion."

CALIFORNIA Indians have learned to make bread from acorns.

LITTLE JACK: "My mamma's new fan is hand-painted." Little Dick: "Pooh! Who cares? Our whole fence is."

THE sting of a bee is only thirty-one seconds of an inch long; it is only imagination that makes it seem as long as a hoe-handle.

THE cholera has frightened the Parisians into soberness. The number of drunkards arrested has fallen from a daily average of 170 to 54.

TOMMY awoke in the night and heard his father snoring fearfully. "Mamma!" he cried, "I can't go to sleep again when papa is sleeping out loud!"

"JENNET, what makes you such a bad girl?" "Well, mamma, God sent you the best children he could find, and if they don't suit you I can't help it."

"I WISH to state," writes a provident minister, "that I have procured an alarm clock that will wake up the congregation as soon as the service is over."

"MISTER! are you the gentleman as is the mate?" asked a stevedore of one of the officers on a New York packet ship. "No," says the man addressed, "but I am the gentleman as cooks the mate!"

"AIN'T you almost boiled?" inquired a child of a gentleman calling on her father and mother.

"No, little one, I can't say that I am. Why do you ask, Daisy?"

"Oh, because I heard mamma say your wife kept you in hot water all the time."

MAUDE: "Isn't this a queer title for a book—'Not Like Other Girls.' I wonder what she can be if she is not like other girls."

Mother: "I do not know, unless she goes into the kitchen and helps her mother, instead of staying in the parlor to read novels."

"WELL, Pat," was asked of a recently arrived immigrant, "and how do you like America?" "It's a fine country, sor." Have you succeeded in getting work?" "No, sor; but I have a friend in Washington who is after getting me a pension."

Two village worthies met on the street one day. "Jamie," says the richer of the two, "are ye never gaun to pay me that account? I'm ill off for siller the noo."

"Oh," says Jamie, "I havena seen ye this long time. Could ye cheenge a twenty pound note?"

"Ay, could I," says the laird, drawing out his pocketbook.

"Ah weel," says Jamie, "you're no needin' siller then," and walked on.

NEAR SIGHTED old gentleman (entering store): "Have you any linen dusters?" Young Snobson, with his most sarcastic manner):

"I am not a clerk in this establishment yet, sir."

N. O. S. G.: "Not a clerk, eh? Errand boy, I presume? Well, legs are as good as brains in some departments."

A LITTLE child was besieging her father to take her to visit her grandmother, who lived at a distance. To get rid of her he said: "It costs ten dollars every time we go to see grandma, Florence, and ten dollars don't grow on every bush." "Neither do grandmas grow on every bush," answered the little girl, promptly; and her logic was convincing. They went.

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